REPORT RESUMES

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ELEMENTARY ENRICHMENT PROGRAM (COUNTERPOISE), EVALUATION 1965-1966.

BOSTON PUBLIC SCHOOLS, MASS.

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MOST OF THIS EVALUATION CONSISTS OF APPENDIXES TO A SUMMARY OF THE EVALUATION REPORTS OF THE VARIOUS PARTICIPANTS IN THE PROGRAM. PRINCIPALS REPORTED ON ASSEMBLIES, PARENT INVOLVEMENT, COMMUNITY INVOLVEMENT, AND LAY ADVISORY COMMITTEES. SCHOOL ADJUSTMENT COUNSELORS FOUND PROGRESS MADE TOWARD BETTER HOME-SCHOOL RELATIONSHIPS. TEACHERS NOTED STUDENTS' PRIDE IN ACCOMPLISHMENT AND APPEARANCE AND FOUND THE MORE FREQUENT CONFERENCES WITH PARENTS HELPFUL. PARENTS APPRECIATED CLOSER CONTACT WITH THE SCHOOL, TEACHERS' WORK, AND INCREASED INTEREST IN READING ON THE PART OF CHILDREN. APPENDIXES PRESENT THE RESULTS OF SCHOLASTIC APTITUDE TESTS AND AN EVALUATION OF STUDENTS' READING AND ARITHMETIC ACHIEVEMENT AND GENERAL ACADEMIC GROWTH. THEY ALSO PROVIDE INFORMATION ON STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, FIELD TRIPS, AND INTERSCHOOL TRIPS. (AF)

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BOSTON PUBLIC SCHOOLS

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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BOSTON PUBLIC SCHOOLS

ELEMENTARY ENRICHMENT PROGRAM

(COUNTERPOISE)

EVALUATION 1965 - 1966

WILLIAM H. OHRENBERGER
SUPERINTENDENT OF PUBLIC SCHOOLS

MARY E. VAUGHAN
ASSOCIATE SUPERINTENDENT OF PUBLIC SCHOOLS

PAUL A. KENNEDY
DIRECTOR OF COMPENSATORY SERVICES

SEPTEMBER 1966

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I. EVALUATION PROCEDURE

Evaluation of Operation Counterpoise

Principals of each Counterpoise district assigned a statistician to coordinate the evaluation of the program in each district. These statisticians met with members of the Department of Compensatory Services and were oriented and given sets of instructions for principals and teachers to follow in carrying out this evaluation.

The actual evaluation sheets covered the following areas:

I. Report of Principals

  A. Assembly Programs

  B. Parental Involvement

  C. Community Involvement

  D. Lay Advisory Committee

    1. Number of meetings held
    2. Topics discussed
    3. Evaluation of committee activities

II. School Adjustment Counselors' Evaluation of Parental Attitudes

  Summary of parental attitudes as evidenced through personal contacts with parents during the year.

III. Teachers' Reaction

  A. Have teachers noted any change in pupils' attitudes and work habits?

  B. Has there been freer home and school communication?

  C. Use of new approaches in teaching?

  D. Adapt program to meet individual needs of children

IV. Parental Evaluation

  A. Have parents noted change of pupils' attitudes and work habits?

  B. Has report card shown improvement?

  C. Has child increased self confidence and improved appearance?

  D. Has there been more contact between home and school?

V. Scholastic Aptitude Medians

Grade IV and VI pupils' median I.R. obtained from Kuhlmann-Anderson Test of October 5, 1966.

VI. Reading and Arithmetic Achievement Medians

A. Reading and arithmetic achievement medians recorded based on tests administered April 28, 1966

B. Change in medians from September 1965 to April 1966 are also recorded

C. Tests administered

	September 28, 1965	April 28, 1966
Gr. I	Metropolitan Reading Form B	Gates Primary Reading Form 3
II	Gates Primary Reading Form 2	Advanced Gates Primary Form 2
III	Scholastic Testing Service Diagnostic Reading Form A	Diagnostic Reading Primary Level 2 Form B
IV	Stanford Achievement Reading Form W	Stanford Achievement Reading Form X
V	Stanford Achievement Arith. Form W	Stanford Achievement Arith. Form X
VI	Stanford Achievement Reading Form W	Stanford Achievement Reading Form X

VII. Growth in Academic Achievement

A. A comparison of average Report Card marks for November and March in reading, language arts and math of Grades 4, 5 and 6.

B. Letter grades are converted to numerical grades and average is found

C. District average is found by using class averages

D. District average and degree of change is recorded

VIII. Personal and Social Development

A. Comparison of school years 1963-1964, 1964-1965, 1965-1966

B. District figures recorded for following areas:

absences (%) truants (%) truancies, corporal punishments, tardiness, unlawful entries, fires and amount of glass breakage ($)

IX. Home and School Membership

Comparison of number of members for each of the following years:

1963-1964 1964-1965 1965-1966

X. Pupils' Field Trips

Chart is completed giving the following field trip information:

destination, grades involved, number of pupils involved, number of parents involved, pupil reaction

XI. Inter-School Programs

Chart is completed giving the following information:

host school, guest school, type of program, number of pupils involved, number of parents involved, pupil reaction

II. EVALUATION SUMMARY

COUNTERPOISE EVALUATION - SUMMARY

1965 - 1966

I. REPORT OF PRINCIPALS

A. Assemblies

The seventeen Counterpoise districts presented a grand total of 157 assembly programs of various types. Pupils were given numerous opportunities to plan and participate in programs presented to both large and small groups.

B. Parental Involvement

Parents were invited to all assemblies and open invitations were extended to visit the schools, teachers and classrooms at mutually convenient times.

Parents were afforded the opportunity to accompany pupils on both field and inter-school trips.

C. Community Involvement

Cooperation with community agencies and representatives grew during the year to the benefit of both the school and the community. Ever increasing and more positive community involvement was reported by all principals.

D. Lay Advisory Committee

Lay Advisory Committees operated in all districts primarily as a bridge between the school and the community. These committees were helpful in widening the necessary channels of communication in this area.

Further details on the report of principals in the above areas are included in Appendix A.

II. REPORT OF SCHOOL ADJUSTMENT COUNSELORS

A summary of the results of the work of the adjustment counselors shows definite progress toward a better home and school relationship for the benefit of the child. Details of the School Adjustment Counselor Reports are included in Appendix B.

III. TEACHER REACTIONS

The following generalizations were gathered from the teacher reaction questionnaire completed by all teachers in the program.

Pupils seem to take greater pride in accomplishment and show much more enthusiasm about lessons, assemblies and field trips. Attendance increased and truancy declined. Pride in both accomplishment and completion of work was attained through praise, rewards and displays of improved work. Opportunities for self-expression offered in special fields such as art and music have done much to develop pupil self-awareness and enhance self-image.

Cleanliness and pride of appearance were evident in all schools. Visitors commented favorably about the excellent physical appearance of pupils at all schools.

The organizational structure of the program afforded parents many more opportunities to confer with teachers concerning pupil progress. More frequent conferences resulted in the more rapid solution of problems to the benefit of all concerned.

A sampling of teacher reactions is included in Appendix C.

IV. PARENTAL EVALUATION

Replies to parental questionnaires verified that parents were satisfied with progress being made under the program. The aggregate figures showed that parents had noted improvement in many areas by nearly a four to one margin.

Parents also noted that they had more contact with the schools through meetings, conferences, letters and notices. Parents were also quite pleased with pupils' greater interest in school, improvement in report card marks, extra help available in school and a desire for higher achievement.

Many parents commented on children's desires to read more at home and noted a greater love for books.

Parents were very liberal with their praise of teachers. There were numerous comments on how interested and helpful teachers were during the course of the school year. Many parents commented on the extra help given children by the teachers and the improvement shown as a result of this help.

Statistics on parental questionnaires and sample parental comments are included in Appendix D.

V. SCHOLASTIC APTITUDE

The Kuhlmann Anderson Test, Form D, was administered to all Grade IV pupils on October 5, 1965. The average I.R. was found to be 93.3.

Form EF of the same test was administered to Grade VI pupils. The average I.R. for this group was 93.2.

District breakdowns are included in Appendix E.

VI. READING AND ARITHMETIC ACHIEVEMENT

The reading pre-test was administered to pupils of Grades I, II, III, IV and VI on September 28, 1965. A post-test was given to these pupils on April 28, 1966. The expected change in reading ability for this period was .7 (seven months), but the actual average growth was 1.1 years.

The same pre-test post-test program was administered to pupils of Grades V and VII in the area of arithmetic. The average growth in arithmetic achievement was 1.2 years.

District breakdowns of achievement test results are included in Appendix F.

VII. GROWTH IN ACADEMIC ACHIEVEMENT

This phase of the evaluation was based on report card mark changes from November 1965 to March 1966, using the report card marks as indicated in Appendix G. The following results were attained:

Grade	November Average	March Average	Change
IV	2.1	2.4	+.3
V	2.2	2.4	+.2
VI	2.2	2.5	+.3

The aggregate change was +.2 for the pupils of Grades IV, V and VI.

District figures are included in Appendix G.

VIII. PERSONAL AND SOCIAL DEVELOPMENT

A. Absences (%)

The average percent of absences for the past three school years is as follows:

1963-1964	1964-1965	1965-1966	Change
8.62%	8.30%	8.0%	-.62%

B. Truants (%)

1963-1964	1964-1965	1965-1966	Change
1.44%	1.03%	.80%	-.64%

C. Truancies

1963-1964	1964-1965	1965-1966	Change
1090	1310	1014	-76

D. Corporal Punishment

1963-1964	1964-1965	1965-1966	Change
233	223	166	-67

E. Tardiness

1963-1964	1964-1965	1965-1966	Change
9518	13,705	15,479	+1774

F. Glass Breakage

1963-1964	1964-1965	1965-1966	Change
$12,891	$8,630	$2,343	-$10,584

G. Unlawful Entry

1963-1964	1964-1965	1965-1966	Change
48	45	38	-10

H. Fires

1963-1964	1964-1965	1965-1966	Change
3	4	3	0

District breakdowns are included in Appendix H.

IX. HOME AND SCHOOL MEMBERSHIP

Memberships in the Districts' Home and School Associations showed the following changes:

1963-1964	1964-1965	1965-1966	Change
4,019	4,941	4,898	+879

District membership breakdowns are included in Appendix I.

X. PUPIL FIELD TRIPS

The field trips offered to pupils in the schools covered a variety of areas.

The following figures point out how comprehensive these trips were:

Number of trips	Number of pupils	Number of parents
352	27,671	273

Comments by pupils point out that the trips were not only educational and informative, but also provided the children with exciting new experiences.

A partial listing of these trips and sample pupil reactions are included in Appendix J.

XI. INTER-SCHOOL TRIPS

These trips consisted of visits between schools in the compensatory districts and schools in other sections of the city not participating in the program.

Following are statistics showing the overall participation in the program:

Number of trips	Number of pupils	Number of parents
76	7,302	46

The variety of lessons and assemblies presented and sample pupil reactions are included in Appendix K.

The evaluation summary indicates that progress has been made. The extended and expanded elementary enrichment program was in operation for five months of the 1965-1966 school year due to the late arrival of federal funds.

Greater progress is anticipated when the complete program, with all personnel necessary to implement it effectively, operates for a full school year for the first time in 1966-1967.

On the following pages statistics are presented. These facts and figures were compiled by statisticians in each district. The evaluation is divided into eleven categories which present information pertinent to all phases of the program.

III. APPENDIXES

APPENDIX A

REPORT OF PRINCIPALS

Assembly Programs

Purposeful assembly programs were conducted throughout the year in the seventeen Counterpoise districts. A grand total of 157 programs were presented.

A breakdown in the number and type of programs is given below.

District	Number of Assembly Programs
Christopher Gibson	6
Dearborn	14
Dillaway	12
Dudley	8
Dwight	12
Harvard	17
Henry L. Higginson	7
Hugh O'Brien	8
Hyde-Everett	5
Jefferson	9
John Winthrop	15
Julia Ward Howe	6
Norcross	6
Paul A. Dever	6
Phillips Brooks	8
Theodore Lyman	10
William E. Endicott	8
Total	157

Type of Assembly Programs

Holidays

- Columbus Day
- Veterans' Day
- Thanksgiving Day
- Christmas Day
- Washington-Lincoln Birthdays
- Evacuation Day
- Patriots' Day
- Memorial Day
- Flag Day
- Bunker Hill Day

Music Department Concerts
Young Audiences Music Programs
Glee Club Concerts
Pupil Declamations
Negro History Programs
Fire Prevention Programs
American Education Week Programs
Growth and Development of Roxbury

Growth and Development of Modern Mathematics
Home Economics Sewing Demonstrations
Fashion Shows
M-1 Safety Squad Programs
Citizenship Programs
Award Programs
Book Fair Programs
Pupil Demonstrations
Registry of Motor Vehicles Safety Programs
Speakers from the Community
Graduation Programs

In these many and varied assembly programs pupils were given numerous opportunities to plan and participate in cooperative programs presented to both large and small groups. Both parental and community involvement were furthered by participation in these programs.

Parental Involvement

The school year 1965-1966 was marked by a definite increase in parental involvement in the seventeen Counterpoise districts.

The Lay Advisory Committees established in each Counterpoise district provided an additional vehicle to the Home and School Associations in actively involving the parents of each district.

In addition, parents filled the positions of Non-professional Aides which were established in each district. Parents were also actively involved in accompanying the pupils in the various field trips and inter-school programs held during the year.

Most successful in increasing the contact between home and school, parent and teacher were the additional weekly after-school periods provided for this purpose. All districts reported a large increase in the number of purposeful parent-teacher conferences which were highly successful both in solving problems and in fostering better relationships between the home and the school.

Community Involvement

Community involvement was increased in the Counterpoise districts during the 1965-1966 school year.

Principals and teachers have become actively involved with the various community agencies with the resulting benefits of expanding the lines of communication between the school and the community. An interchange of ideas has thus been fostered which must lead to better relations in the future.

Speakers from the local communities presented talks which enabled the pupils to see first hand the benefits of education and thus to motivate them to raise their aspirations. These community speakers included fire and police department representatives, druggists, attorneys, merchants, librarians, naval officers, letter carriers, and other local people who have been successful in their particular walk of life.

Principals and teachers of the Counterpoise districts were actively involved in cooperation with the following local agencies:

- Blue Hill Christian Center
- Boston Public Library
- Columbia Point Inter-Agency Committee
- Cooper Community Center
- East Boston Neighborhood Council
- Family Service Association of Greater Boston
- John F. Kennedy Family Service Centers
- Judge Baker Guidance Foundation
- League of Women for Community Service
- Orchard Park Inter-Agency Group
- Overseers of the Public Welfare
- Roxbury Multi-Service Center
- South Boston Citizens Association
- South Boston Neighborhood Rehabilitation
- South End Inter-Agency Committee
- South End Neighborhood Rehabilitation and Conservation Committee
- United South End Settlements
- Young Men's Christian Association

Lay Advisory Committees

Lay Advisory Committees were organized in each Counterpoise district. These committees, composed of parents of pupils in the districts, exist primarily as a bridge between the school and the community which it serves. Their primary function is to be of service to the school in making it cognizant of the needs existing in the community as reflected by the people of the community. In reporting the desires of the community, the committees serve the purpose of opening channels of communication between the school and the community.

The lay committees actively engaged in visitation of the schools and were of assistance in establishing an "open door" policy in that any parent may visit the school any time to discuss the problems close to their hearts - their children - or to seek an explanation of existing educational policy.

The Lay Advisory Committees, which were organized in February 1966 with the advent of the expanded Counterpoise program, held a grand total of forty-one formal meetings.

These meetings were concerned primarily with the following significant phases of the school-community relationship.

1. Discussion of the objectives and content of the new Counterpoise program
2. Tours of the school buildings to see the physical facilities and the educational materials and equipment available
3. Emphasis on the hospitality of the schools rather than the hostility with which some parents regard them
4. Emphasis on the "open door" policy which has always existed for parents at the schools
5. Ways and means of involving greater numbers of parents in school life
6. Creation of a spirit of pride in the neighborhood
7. Discussion of ways of improving both the home and the neighborhood
8. Solution of problems to the mutual satisfaction of both the parents and the school

APPENDIX B

REPORT OF SCHOOL ADJUSTMENT COUNSELORS

School Adjustment Counselor Reports

The following is a summary of significant changes in parental attitudes as noted by the school adjustment counselors as a result of their personal contact with parents.

1. Parental awareness of special services available has resulted in a better understanding between the parent and the school personnel.
2. The approach of school representatives to the home has become less fearful to the parent and the parent thereby is less antagonistic.
3. Counterpoise has noticeably increased the opportunity for parent-teacher contact.
4. Parents have a better understanding of the school situation. More time is able to be devoted to individual cases.
5. Parents are more receptive to constructive suggestions and follow through on plans formulated for the child's adjustment to the school situation.
6. There has been a decided change from apathy and lack of knowledge about the Counterpoise program to active interest and appreciation of the benefits derived.
7. There has been a parental change from a lack of knowledge that children had problems to active involvement in helping to change pupil attitudes.
8. There has been a change from a defeatist attitude that a parent can do nothing about his own personal and family problems to a more hopeful outlook and an active interest in talking out situations and planning solutions.
9. A change has been noted in the greater warmth, love, and affection of many parents toward their children and a realization of greater aspirations for them.
10. Many parental attitudes have changed toward school with the realization that the school and the counselor are attempting sincerely to help rather than to blame.
11. Counterpoise districts offer a much more limited case load which has provided the opportunity to do a much more intensive and effective job.
12. A reduction of school phobias has resulted.
13. Parents in general have become much more cooperative.
14. A more positive attitude toward school on the part of the parents has resulted in greater cooperation in individual case studies.

APPENDIX C

TEACHER REACTIONS

District ______________________ **Counterpoise Evaluation**

Teachers' Reactions

1. Have you noted any:
    - A. Changes in attitudes toward school?

      Explain briefly.
    - B. Changes in work habits?
    - C. Decrease in tardiness or absence?
    - D. Increased pride in quality of work? - completion of work?
    - E. Changes in self image of any children - increased self confidence?
    - F. Increased pride in appearance and grooming?
    - G. Evidence of freer home and school communication?

2. Have you used any new approaches in your teaching of children of limited backgrounds this year? Explain.

3. How did you adapt the program to meet the individual needs of your children?

June 6, 1966

District - Christopher Gibson

Counterpoise Evaluation

Teachers' Reactions

I: (A.) Changes in Attitudes toward school?

I have noticed more desire to do well in school this year as compared to my last year's class (perhaps due to a smaller class (20)). I have noticed a big change in attitude since the beginning of the year especially in 2 or 3 pupils who were apathetic or aggressive in September.

(B.) Changes in Work Habits

The children work more quietly, busily and purposefully with more desire to complete their wor and do extra papers. They are more polite to each other and to the different teachers who teac them.

(C.) Decreases in Tardiness or Absence

- No improvement here. I still have severa children who are either absent or tardy quite frequently and one girl has been out of school almost as often as she has been in! Some of the children arrive late because of errands they mu do before school or they have to help take care of younger brothers and sisters and some seem to have a habit of just moving slowly. What is sad about this — frequently parents fail to help children with work they have miss

(D.) Pride in Quality and Completion of Work

There is a greater pride in quality and completion of work than before. (I have stressed these two qualities throughout the year Staying in for recess eating lunch later than the rest and staying after school all have contribute One boy several times has even refused to eat his lunch until he had finished a seatwork exercise -

Ⓔ. Changes in self-image of any children

I have noticed a change in confidence and self-image among my slowest and most withdrawn pupils especially. It is interesting to note that whereas at first certain pupils did not like the interference from the various new teachers, later in the school year they became more responsive and were becoming more confident in themselves. In fact, certain classes, such as speech and language seemed able to give these slow children a little extra feeling of success which they probably rarely received during the usual class routine -

Ⓕ. Increased Pride in Appearance and Grooming

- Yes, there is a little improvement over last year. I believe the "Clean Hands" charts and "NeckTies" charts at the beginning of the year helped encourage the children although there were several boys who never wore a tie to school (I made paper ones for them). Actually as long as the boy is washed and clean hair combed, etc., he would still have a good appearance.

Ⓖ. Evidence of Freer Home + School Communications?

Yes. Most of the parents co-operated very well when any problems arose and/or when seeking ways in which they could help the child at home. (Several parents asked me for extra work papers for their children; one parent asked me to write a note telling him what his son should work on during the summer to help him next year.)

II. New Approaches Used?

Yes I have modified my approaches (some) from last year and have added some new ones to the list.

June 6, 1966

District - Christopher Gibson — Counterpoise Evaluati

Teachers' Reactions

II. - cont'd.

For example, I have allowed the children to particip *more* in the *planning* of activities and in the *recording* of them, e.g. I allow them to have their own team captains and scorekeepers, etc. for contests in spelling, arithmetic and reading (word recognition).

I have several more *helpers* this year as compare with last year (seems more successful!)

Often I have asked the children to *pretend* the were the teacher and asked them what *they* would do in a certain situation (whether it be a review lesson in reading, a problem in math or a discipline problem). This works well with the children!

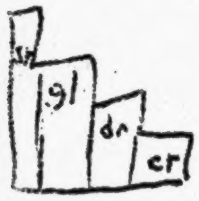
I have allowed the children to *act out* little *skits* in the morning to illustrate polite and impolite children (getting on a bus, waiting in line, choosing a book at the library, cutting in front of another, etc.) They love to do these skits and I believe they learn a lot more than by having someone simply *tell* them what to d

In the writing of stories, I have found, there is more successful work done if you correlate the children's stories to what has *directly* happened to the or what they *know* about or *want* to write about. I have found that these children will not have to much desire for writing and speaking unless the teac has really done her best to stimulate and inspire them and not just have them take a paper and write on a topic.

In my teaching of Phonetic Keys I have been much more successful in the teaching of certain rul by trying to put the language of the book into *simpler* and *briefer* ways of saying the same thing. The children seem to understand a little more so than last year.

Also I have tried a simple device - "Climb-the stairs (permanent seatwork) which has helped the

Climb the Stairs



children review and learn more thoroughly many of their blends and spellings, etc. (As the child recites the blend correctly he drops the card into the 1st stair pocket and climbs to the 2nd stair until he eventually and hopefully reaches the top.)

Also I am going to use a game called "Beat the Clock" (a homemade oak-tag clock with phonetic spelli digraphs, blends, etc. in the number places). I believe this will help the children develop some speed in silently what they see. (This may be later used all year long & different lessons).

Also, one very important successful approach I have used is in the area of asking questions. After a child has given a short oral talk or book report, I permit the children to raise their hand and ask one or two questions to the child who is speaking on something he did or his book. I find that in this way many children who usually refrain from speaking before the class will voice their own personal thoughts when talking to another class member. The questions of one child will inspire another question from another child etc. This has been one of the most important new approaches I have discovered.

III. Adaptation of Program to Meet Individual Needs

I have allowed my 1st reading group to proceed according to the instructions in the Phonetic Keys Manual (1 lesson per day). But I am allowing my 2nd group 3 or perhaps 4 days or sometimes only 2 days on a les because of their slower less confident pace. I am finding this successful because lately my 2nd group (are beginning to show more poise and expression in their reading whereas before, it was a struggle for them to get through a sentence correctly. With my 3rd group we have completed successfully all 3 Scott-Foresman pre-primers together with Tag and are now reading in the Junior Primer "Guess Who". These very slow children have had little or no success in reading throughout

③

Counterpoise Evaluation - Cont'd.

most of the year are just now beginning to sho a little of the poise and confidence which they have struggled to gain. I have been giving these slow children (four in all) much work on vowels, consonants, analyzing words and reading their pre-primers with expression. I have a pack of pre-primer flash cards which contains almost all of the words they will need for successful pre-primer reading. I will work with these words (and their other sounds) until School closes.

One criticism I have of the Counterpoise Program It seems as though with all the different teachers and classes the children are having, there is not nearly enough time to have children work independently in workbooks and correct them together as we did la year. I feel that this correcting of workbook exercis (usually done in the afternoon) as a group was very beneficial to the children last year. However, the fact that the children know they must do their workbooks by themselves when they have time, possil will help the children grow in independence and motivate them to do their best. When each child has completed a workbook (Think-+-Do Book), I take it home and correct it and give the child a reward and start him on a harder workbook. In this way, children may work at their own speed.

Also, two reading classes going on at the same time in my classroom for a good part of the year was very disturbing to the children who were attempt to do seatwork at their desks.

While the auxiliary teacher would be taking a group of about 8 or 10 children in "Dot and Jim" at the back of my room, I would take a reading group at the front (usually my 1st group because they would better able to read and answer questions during the noise of the 2 classes) of the room.

I admit that it was a boon for these childre

(2 or 3 from each 1st-Grade) who needed extra help to receive it but wouldn't it be possible and much better to obtain a quiet room not in use in the school where these children would be more able to concentrate and therefore so too the children in my class?

Dearborn

Teachers' Reaction Gr. 7

I A. Desirable changes in attitudes toward school have been observed by this teacher. Perhaps, this could be attributed to a variety of reason such as an increase in assembly programs, providing more meaningful assembly programs, an increase in the number of field trips, an involvement of parents in school programs, changes in the curriculum and subject content that appear to have more appeal to the youngsters.

B. An increase in interest in subject matter and school activities has led to desirable changes in work habits in the majority of the children.

C. Problems in attendance and tardiness seem confined to a hard core group of pupils. The problem seems confined to a proportionately few families. These families usually have large numbers of children attending school, with the parents for some reason unable to provide th co-operation that is sought by school personnel.

D) A marked increase in the number of pupil appearing on the Honor Roll and Merit List

Dearborn

Teachers' Reaction (cont.) Gr. 7

seems to point to an increased pride in the quality of work.

E. The theme of increased self-confidence on the part of disadvantaged children is constantly discussed at grade meetings held after school hours. Such books as Kvaraceus' The Negro Self-Concepts are read to familiarize teachers with the problem.

Guest speakers sometimes of humble origin who have "made it" have been invited to assure the youngsters that they can "make it" too. These are not always outstanding or famous people but good solid citizens with whom the children can easily identify.

F. This teachers' experienced observation leads to the statement that the pupils of the Dearborn School in the main, are more fastidiously dressed and groomed than are the school children in the suburbs.

G. Due to the presence of master teachers who are available there has been a vast increase in the number of parents who have come to the school for conferences.

Dearborn

Teachers' Reaction (cont). Gr. 7

II The introduction of a drama workshop into Gr. 7 appeared to be well received. Plays of Eugene O'Neill, Reginald Rose, Gore Vidal and Tad Mosel were performed by the youngsters. It was encouraging to see the children competing strenuously for roles in the dramas. This has led to an increase in the pupils ability to read with understanding and feeling. An improvement was also noted in speech and diction.

III Due to the purchase of additional literature books and school library books there now exists a supply of stories and articles that appeal to a much greater number of pupils.

District Dillaway

Counterpoise Evaluation

Teachers' Reactions

I. Have you noted any:

A. Changes in attitudes toward school? yes. Some.

Explain briefly. Children know you are concerned about them and resp to your individual help.

B. Changes in work habits? - Classes are smalle children are able to receive more indi vidual attention, - they try harder.

C. Decrease in tardiness or absence?

NO.

D. Increase pride in quality of work? - completion of work?

yes. Teacher has more time to spend i evaluating each childs work. Child appreciates th extra attention and shows it in her

E. Changes in self image of any children - increased self confidence? yes because they are in a room whe the work is geared to their ability - (Jr. I) they are su in what they are d

F. Increased pride in appearance and grooming?

I haven't recognized any -

G. Evidence of freer home and school communication?

With some parent yes. but not with t majority -

II. Have you used any new approaches in your teaching of children of limited backgrounds this year? Explain yes. I have taught more lessons ~~emph~~ where conc were learned through the sences. B

III. How did you adapt the program to meet the individual needs of your children? Because of the smaller cl I feel that I was able to help more children with their personal problems and individual difficulties.

Dudley

I. A. There has been a favorable change in attitude with some children. This is due probably to the extra help now given due to the acquisition of our auxiliary teachers. Many children have reacted unfavorably however when faced with the confusion of different standards e.g. those of their home room teacher and those of the music or art teachers.

As a general rule the older children are now beginning to show more interest in continued schooling and a higher level of aspiration due to teacher interest, library books, field trips and "teacher talks."

One class project was to find out about various occupations and professions by reading about them, contacting companies, and giving oral reports and demonstrations.

B. Work habits can be improved mor Some have improved and with continued praise, cajoling, prizes, contests, class and inter-class competition others will come along.

C. The tardiness problem has increased due in part to the admonitions repeated over and over "Come to school even if it is noon. It is better to come late than miss a whole day." Parents seem very lax about the necessity of sending children on time. Many cases are not the fault of the children. Master teachers have cut the tardiness on many of the habitually tardy.

Absence is decreasing somewhat as the tardiness increases

D. Pride in work has increased with some children tremendously due to displays, competition, rules set up by children etc. A hard core must still be reached though.

E. Self confidence has always been fairly good.

F. Appearance - excellent

G. Home and school - more phone calls and notes exchanged, but the hard core [illegible] to be broken

II. New approaches
  A. Greater sensory approaches
  B. Crossgrading
  C. Small outside the room groups
  D. Inter-room teaching
  E. Greater inter grade and grade planning
  F. Stimulation to higher learning and potential job approached through role playing
  G. Greater use of audiovisual aids

III. A program was tailored as nearly as possible to the individual needs of each pupil - this was possible due to extra personnel and very small classes

COMPREHENSIVE EVALUATION
1965 - 1966

SCHOOL Dwight

TEACHERS' REACTIONS

I. Have you noted any:

A. Changes in attitudes toward school?
Yes

Explain briefly:
Children seem to want to be there.
They have a better association with other teachers on the team.

B. Changes in work habits?
They seem to want to be better than the next child. Love to be praised by any teacher.

C. Decrease in tardiness or absence?
Definite decrease in tardiness since we instituted the detention classes.

D. Increased pride in quality of work? - completion of work?
Children have become interested in neatness and work to finish all work.

E. Changes in self image of any children - increased self confidence?
Some children know their faults and work hard at decreasing them. They take pride in being the best.

F. Increased pride in appearance and grooming?
Children come to school neatly and most are well groomed.

G. Evidence of freer home and school communication?
Not too much evidence of this.

II. Have you used any new approaches in your teaching of children of limited background this year? Explain.
Homogeneous grouping has brought about an increase in reading

III. How did you adapt the program to meet the individual needs of your children?
Remedial classes after school in arithmetic and reading.
Remedial arithmetic classes during regular class day taught by auxiliary teacher.
Homogeneous grouping in reading.
One member of the team teaches a subject to all classes in history, science, health and language.

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XERO COPY

Harvard District   Counterpoise Evaluation
Teachers' Reactions

I. Have you noted any:

A. Changes in attitudes toward school?

There is a happy attitude toward school because of the stimulation offered by the over-all program. There is a refreshing attitude because the needs and interests of the pupils are better met.

1. The pupils seem to grow and enjoy the daily work.
2. The slow learners have a sense of achievement because of the grouping on capability levels.
3. The rapid learners are aided by diversified materials, additional activities, and special interests.

B. Changes in work habits?

I have noted an improvement in attention to the task at hand, better use of free time, greater perseverance, more self-reliance, more independent work, and greater effort in the performance of home assignments.

C. Decrease in tardiness or absence?

Occasions of both have decreased.
There were no cases of truancy.
Absences have been for a valid reason.

D. Increased pride in quality of work?

There has been greater effort in striving for excellence in work. For the most part the attitude has been to stick to a job until it is done. Opportunities for competitive effort in many areas of endeavor have been instrumental in improved workmanship. There has been a greater feeling of pride in work.

E. Changes in self image of any children?

Opportunities offered in special fields such as art and music for self-expression have done much to develop the self-awareness of the pupils. Interests are encouraged and the timid child tastes success by discovering talent.

F. Increased pride in appearance and grooming?
Cleanliness and interest in one's appearance has been stimulated by charts with periodic rewards for excellence.
Daily checkups on the general appearance has made pupils more aware of the great need for personal grooming.

G. Evidence of freer home and school communication?
Conferences with parents have given an insight into the physical and emotional phases of the pupils. There is a greater understanding of individual problems. Parents have been cooperative and have made strides in necessary parental supervision. They have participated in many of the school activities. The teacher has become familiar with home background, personality, interests, attitudes, and needs of the pupils.

II. New approaches in teaching this year?
I have found the following approaches valuable in teaching the children of

limited backgrounds

A Working with small groups and sharing experiences

B. Visual Aids

C. Crossword puzzles for developing word meaning - vocabulary building

D. Independent writing on a wall newspaper

E. Games to develop skills

F. Interest centers - library, crafts, games

III. How did you adapt the program to meet the needs of your children?

I have tried to provide opportunity for creative work, individual projects, and special responsibilities to build self respect

I have & tried (1) to devise special tasks to give the slow learner a sense of achievement (2) to create occasions for timid child to gain self-confidence (3) to create occasions for the difficult child to win approval from teacher and the class

The Field Trips have been valuable and they have broadened the pupil experiences,

interests, and understandings.
I have conferred on occasion with the nurse, counselor, & remedial reading therapist on physical or psychological problems of the pupils.

Higginson

I A. Most children retain their normal attitude toward school as they are completing their third year under this program. However, it is worth noting that new transfers into this school seem pleasantly surprised by the close pupil-teacher relationship.

B. Reduction in size of classes have aided teachers in improving children's work habits.

C. Closer bond between children and faculty has reduced tardiness and absence.

D. E. F. G. Take same as the foregoing. Small classes have enabled the teacher to devote more attention to the individual child, thus improving in many instances the quality of work, self confidence, pride in appearance and grooming, and better home and school

Communication.

No. I have used the same approaches that I have employed since the inception of this program, as they have proven beneficial.

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H. O Brien

I Changes in attitudes towards school.

A There have been many changes in attitude on the part of some children. They have been more eager, more interested, more enthusiastic. This is not true in every case, but enough have demonstrated positive changes in attitudes to warrant answering this question in the affirmative.

B Work habits have changed in a few cases. There seems to be more respect for neatness, eagerness to have work displayed on the Bulletin Board. There seems to be in this reformed attitude a desire to want to work quietly and a demonstrated willingness to at least tackle the difficult undertaking.

C. We have persistent offenders in tardiness and absence. With the very stubborn cases there has not been too much improvement, but with the "not too frequent offender" and with the child who offends in absence and tardiness because of home conditions, there has been improvement demonstrated. Generally speaking, tardiness and absence has decreased.

(over)

D. As there has been pride in appearance noted, pride in work and joy in accomplishment has been evident. In the challenge to produce better work for their own self-interest, I have noted positive gains.

E. In a few cases there has been improvement of self image. There have been a few examples of leadership being aroused. With accomplishment has come greater self-confidence. I emphasize,- in a few cases.

F. Personal appearance charts have proved effective in improving appearance and grooming. More home education in this field is necessary, however, as well as constant work in this direction in the school.

G. There has been evidence of freer home and school communication. I have talked to many more parents on the telephone, in school, - and in practically every case the parent has been cooperative.

II. New approaches used - yes - the tape recorder has been used more effectively in Reading - for diction and dramatization purposes.

H. O'Brien

III Slow children were taken out of the classroom situation and given special help according to individual needs. Leadership was fostered in those that lacked self-confidence.

Hyde

Counterpoise Evaluation
Teacher's Reaction

I.

A. Yes - the children have shown more enthusiasm in school activities &d more pride in relating what they are doing in school. There is also more excitement evident when anticipating new projects &d trips.

B. Yes - (see I-D)

C. Yes - particularly in the area of tardiness. Awards &d physical evidences (charts in corridors, etc) for classes having perfect attendance &d non-tardiness records were great incentives.

D. Yes - work is neater &d assignments are completed more promptly with less prodding. The library shelf is one of the incentives for this change. The children are anxious for the free reading time &d do not want to spend this time re-doing sloppy work or finishing incomplete lessons.

E. Yes - this has been helped by the study of Negro-History &d free discussion of prominent, well-known persons in the news today.

E.(cont'd) By gaining a pride in their background & heritage, the children are becoming more confident of their own potential. Multi-ethnic material has also been a great help.

F. Yes - although in the Primary grades of this district, I have never found this to be a problem.

G. Yes - I have had more parent-initiated conferences, several of these have been with fathers.

II. Through the use of new machines available, particulary the tape recorder & the "echo" technique, children have been given more opportunities to express themselves orally & to improve undesirable speech habits.

III With the increase time made available through the use of specialized teachers in art and music & the auxiliary teacher I have had more time to prepare teaching aids & study helps for particular students & to work with them individually in their area of difficulty. With "School Aids" to do duplicating, flash card making etc. I have had more time to diagnose the individual needs of the pupils.

[redacted] Grade 2

Jefferson

Teacher's Reaction

I A. Yes, the children getting extra individual help have improved their attitude toward school. They contribute more to the class now because many have lost their self-consciousness and "fear of making a mistake".

II B. Yes, work is being completed. Previously when the child found work too hard for him he would leave it unfinished. The children now, at least are trying a bit harder. They are taking more pride in their work.

C. No.

D. Yes, explained previously.

E. Yes, the children have an apportunity to demonstrate their abilities, because of individual attention. (working in small groups.) Through praise etc., the child's self-image is increased and his contribution to the class is benefited.

F. No. - nothing to do with counterpoise (Regular health program.)

G. No.

II Yes, we have been able to give more children the assistance and individual help they need. More group work has been profitable.

With more people working toward the education of these children, through teams etc.) the children have profited.

III

A. Reading groups have had extra assistance from a counter-part teacher and have shown a very good improvement.

B. With additional teachers for art and music more time has been available to gear our program to meet the needs of our children.

1. Health & Safety progr.
2. Remedial reading an arithmetic time.
3. Art & Music

P.S. It is difficult to judge the before and after of a program when you are present only durin the latter part of it. I have, however, seen considerable change in attitude and work from Febru to the present time.

John Winthrop School
Grade 6

I Teachers' Reactions

A. Changes in attitudes toward school

A small change in attitudes can be perceived in a minority of the class. For the majority no difference is seen.

B. Changes in work habits?

A noticeable difference can be seen in the work habits of the majority of the class.

A competitive spirit has helped to foster this. When working in groups, the children seem to work more intelligently.

C. Decrease in tardiness or absence

No noticeable difference has been perceived.

D. Increased pride in quality of work

When papers are expected to be displayed the quality of work is much better.

E. Changes in self image of any children - increased self confidence?

A few who had no self confidence have seemed to have grasped some. Emphasis in their strong areas, such as art and music has been stressed, resulting in a higher level of self-confidence

F. Increased pride in appearance and grooming?

No noticeable difference has been seen.

G. Evidence of freer home and school communication?

A change can be seen here. There are many opportunities for parent conferences that formerly were not available.

II Have you used any new approaches in your teaching of children of limited backgrounds this year?

I have tried to give the children more vicarious experience. This has been done by providing more audio-visual material to illustrate certain areas of learning. The bulletin board have been used effectively to stimulate the class do better work that will be displayed.

III How did you adapt the program to meet the individual needs of your children?

The special teacher provided have helped the teachers meet the individual needs of the class. Also more time has been provided for individual help.

The material provided especially in the reading program has been a great help in individualized instruction

P 10

District J. W. Howe   Counterpoise Evaluation

Teachers' Reactions

I. Have you noted any:

A. Changes in attitudes toward school? - Yes, more favorable.

Explain briefly. Children have more contact with more teachers - This seems to ha reduced personality clashes + tension.

B. Changes in work habits? - Children attack work with mor ambition, Them seem more aware now of the importance of doing well in school

C. Decrease in tardiness or absence?

Yes (only 2 children are chronic offenders in t are

D. Increased pride in quality of work? - completion of work? most are anxious to please - neat wor is the general rule -

E. Changes in self image of any children - increased self confidence? The extra attention given children through th aid of more help has given many a feeling of wort

F. Increased pride in appearance and grooming? - has been goo

G. Evidence of freer home and school communication? - More paren appear for visiting days - Still not enough

II. Have you used any new approaches in your teaching of children of limited backgrounds this year? Explain Adaptation of older m More discussion through games and panels.

III. How did you adapt the program to meet the individual needs of your children? I have tried to stress oral commu cation more to help children develop confidence in self, also the use of informal teams to bring abou healthy competition in various ski areas.

5-9

District Norcross
G.F. Hoar School

Counterpoise Evaluation

Teachers' Reactions

I. Have you noted any:

A. Changes in attitudes toward school?

Explain briefly.

B. Changes in work habits?

C. Decrease in tardiness or absence? Children more conscious of perfect
[illegible]dance. Rewards given for 100% class attendance. Very few tardy childre[n]
[illegible]nce only for illness-

D. Increased pride in quality of work? - completion of work? Several childr[en]
[illegible]gh extra attention advanced rapidly from a poor start. This di[d]
[illegible] to increase their ego. Self-confidence took over where defeat
[illegible] reigned-

E. Changes in self image of any children - increased self confidence?

F. Increased pride in appearance and grooming? A fund has been in existence
[illegible]hand for needy children. Shoes, coats, snowsuits, mittens, hats, dresses
[illegible] been purchased so that pride in appearance may be retained-

G. Evidence of freer home and school communication? Rapport between teache[rs]
[illegible]ts has grown. Individual conferences scheduled throughout year to ke[ep]
[illegible]ts informed of child's progress. Parents 100% cooperative & very pleased
[illegible] conferences-

II. Have you used any new approaches in your teaching of children of limited backgrounds this year? Explain

III. How did you adapt the program to meet the individual needs of your children?

[illegible] Departmentalized instruction has been established in the
[illegible]first Grades and is divided as follows: Mathematics, Science, Art
[illegible]edial Rdg. & enrichment reading, for 30 min. 4 days a week
[illegible]sses travel to other rooms for the program. The children love
[illegible] change of classes & Teachers. They know other teachers better
[illegible] have improved in each subject presented.
[illegible] school library has been established for use of all students.
[illegible]procedure is the same as the Public Library. Books have bee[n]
[illegible]ived from many sources - all free except for those bought
[illegible]ur Principal - It has been a great success with praise fr[om]
[illegible] students & parents for the opportunity to increase a love for
[illegible]ding - Every child has taken advantage. This was establis[hed]
[illegible]use of need. Public libraries are too far away for little
[illegible]dren to walk. The Bookmobile will not come to the school
[illegible]hat teachers can supervise selection of books. Teachers hav[e]
[illegible]hedule for helping out in the library - One afternoon each
[illegible]hedule for [illegible] Principal [illegible] to the Bookmobil[e]

d remains with [illegible] [illegible] have excellent [illegible]
e after school on her own time-lasting for a
one hour- Along with a school library, each cl
oom has established a bigger library of its own
Book shelves have been built by a most cooperative
ustodian and excellent books have been purchase
f our principal who has done much to encourage
ese programs.

) the aim of our school & of each teacher is to get the
t of every child. Only team work among the teachers ca
ep toward this goal. An increased amount of time h
een given to reading with excellent results. To enlarg
on the Phonetic Keyes Program, the Dialogue System
een used. Small group instruction was used to help the sl
eaders. this doubled the time devoted to reading with t
ildren. Lending books from one room to another varied th
eading. Our in-service meetings encouraged and ai
am work. Each teacher knew what the others were doing
ll ideas were shared. New teachers gained through this
hich is the only way to help new teachers. With the extr
me allowed in Counterpoise, time for planning a
valuating class work was accomplished. The Aide
signed to our District are most helpful and fre
he teacher from unnecessary work.

) Parents formed a committee to look into portable buil
s many of our first graders will have to go elsewhere
ext year. The Mother's took this duty upon themselves
hey conducted themselves in a very orderly manner

) Parents have been encouraged to take advantage
ummer school in our district. their response was
nthusiastic and encouraging.

[redacted]
Paul A Dever School
Grade I, [redacted]

Operation Counterpoise has meant a great deal to the children in my first grade classroom and to me, their teacher. The greatest boon of the program has been the group of auxiliary teachers who have so ably taken over individual groups as well as entire classrooms. During the time my team's auxiliary is with me, I have been able to give much needed individual attention to those youngsters who need it most. I believe that this is why, I have no nonreaders in my class. I believe that as this program is continued and implemented there will be fewer and fewer retardations.

A. Changes in attitudes toward school.

a. children appeared to be more cooperative, better motivation towards school work, and more attempts at self-control.

b. Showed concern about neat papers and finished work.

c. the attendance chart seemed to encourag children towards better attendance. Except for the few children with home environment problems, tardiness decreased.

D. the desire to achieve was shown when high standards of workmanship were demand

E The children with emotional problems respon well to a one-to-one approach. Reevaluatio of their self-image was noted in many

F. Morning inspection and class discussion of health habits showed an improvement in children's appearance.

G. Communication between parents, Teache councelors appeared to be satisfactory

I the introduction of concrete materials, (turtl
shell collection, hamster, plants, educational puzzles and National Geographic Magazine) to the classroom, stimulated interest and discussion. This was easily correlated into language arts and reading.

II, a. I find it very necessary to keep the limited experiential background of the children in mind, when presenting new subject material.

b. The auxiliary teacher supplemented the language arts program of reading, stories and poetry, which enriched the children's background to a great degree. I was able to spend more time on the necessary reading skills needed.

District Theodore Lyman Counterpoise Evaluation

Teachers' Reactions

I. Have you noted any:

Changes in attitudes toward school?

yes

Explain briefly.

The children seem to find a greater enjoyment in reading and the other subjects for which Specialists are provid

B. Changes in work habits?

yes - For the better

C. Decrease in tardiness or absence?

NO Chance

D. Increased pride in quality of work? - completion of work?

yes - The Children try to pass in their best work.

E. Changes in self image of any children - increased self confidence?

yes - The children seem to show more confidence in their work + in themselves.

F. Increased pride in appearance and grooming?

The children were for the most part well-groomed before counterpoise + still are.

G. Evidence of freer home and school communication?

No.

II. Have you used any new approaches in your teaching of children of limited backgrounds this year? Explain

yes - The opportunity to share with the other teachers has given me a chance to try out several New approaches, particularly in the area of reading.

III. How did you adapt the program to meet the individual needs of your children?

Extra help was given to the children who needed it in reading.

APPENDIX D

PARENTAL EVALUATION

District Complete Program

Counterpoise Evaluation 1965-66

Parental Evaluation - Grade III and VI

Please check the box you wish. You do not have to sign your name.

Under Counterpoise:	Yes	No
1. Have you noticed any difference in your child's attitude toward school?	1277	535
2. Has your child shown an increased interest in going to junior and senior high school?	1153	403
3. Has there been improvement in your child's work habits?	1460	295
4. Has there been any improvement in your child's effort?	1498	278
5. Has your child shown improvement on his report card in:		
A. Reading	1421	360
B. Arithmetic	1308	321
C. Language	1143	320
6. Has your child shown an increase in self-confidence?	1400	273
7. Has your child shown an increased interest in his personal appearance?	1500	256
8. Have you had more contact with the school through informal meetings, conferences, assemblies, letters, notices, etc.?	994	721

District Complete Program — Counterpoise Evaluation 1965-66

Parental Evaluation Tally Sheet - Grade III

Record the total number of yes or no answers.

Under Counterpoise:	Total Yes	Total No
1. Have you noticed any difference in your child's attitude toward school?	745	313
2. Has your child shown an increased interest in going to junior and senior high school?	501	307
3. Has there been improvement in your child's work habits?	844	176
4. Has there been any improvement in your child's effort?	872	162
5. Has your child shown improvement on his report card in:		
A. Reading	834	156
B. Arithmetic	751	190
C. Language	635	183
6. Has your child shown an increase in self-confidence?	787	174
7. Has your child shown an increased interest in his personal appearance?	865	166
8. Have you had more contact with the school through informal meetings, conferences, assemblies, letters, notices, etc.	568	416

Comments

District Complete Program

Counterpoise Evaluation 1965-66

Parental Evaluation Tally Sheet - Grade VI

Record the total number of yes or no answers.

Under Counterpoise:	Total Yes	Total No
1. Have you noticed any difference in your child's attitude toward school?	532	222
2. Has your child shown an increased interest in going to junior and senior high school?	652	96
3. Has there been improvement in your child's work habits?	616	119
4. Has there been any improvement in your child's effort?	626	112
5. Has your child shown improvement on his report card in:		
A. Reading	587	204
B. Arithmetic	557	131
C. Language	508	137
6. Has your child shown an increase in self-confidence?	613	99
7. Has your child shown an increased interest in his personal appearance?	635	90
8. Have you had more contact with the school through informal meetings, conferences, assemblies, letters, notices, etc.	426	305

Comments

Parental Evaluation Tally Sheet - Grade III

Have you noticed any difference in your child's attitude toward school?

	Total Yes	Total No
Christopher Gibson	34	20
Dearborn	66	28
Dillaway	27	10
Dudley	24	12
Dwight	26	11
Harvard	38	17
Higginson	37	16
Hugh O'Brien	70	35
Hyde-Everett	11	6
Jefferson	43	18
John Winthrop	60	10
Julia Ward Howe	64	21
Norcross	39	19
Paul A. Dever	54	20
Phillips Brooks	42	12
Theodore Lyman	45	28
William E. Endicott	65	30
TOTAL	745	313

Parental Evaluation Tally Sheet - Grade III

Has your child shown an increased interest in going to junior and senior high school?

	Total Yes	Total No
Christopher Gibson	35	10
Dearborn	50	20
Dillaway	28	7
Dudley	20	14
Dwight	19	8
Harvard	21	16
Higginson	22	18
Hugh O'Brien	48	52
Hyde-Everett	5	6
Jefferson	30	21
John Winthrop		
Julia Ward Howe	47	25
Norcross	21	23
Paul A. Dever	27	25
Phillips Brooks	20	14
Theodore Lyman	54	23
William E. Endicott	54	25
TOTAL	501	307

Counterpoise Evaluation 1965-66

Parental Evaluation Tally Sheet - Grade III

Has there been improvement in your child's work habits?

	Total Yes	Total No
Christopher Gibson	43	8
Dearborn	76	12
Dillaway	33	4
Dudley	24	8
Dwight	32	4
Harvard	48	5
Higginson	42	9
Hugh O'Brien	82	23
Hyde-Everett	12	13
Jefferson	44	16
John Winthrop	41	14
Julia Ward Howe	70	14
Norcross	44	6
Paul A. Dever	56	16
Phillips Brooks	40	5
Theodore Lyman	79	10
William E. Endicott	78	9
TOTAL	844	176

Counterpoise Evaluation 1965-66

Parental Evaluation Tally Sheet - Grade III

Has there been any improvement in your child's effort?

	Total Yes	Total No
Christopher Gibson	47	13
Dearborn	82	10
Dillaway	34	3
Dudley	34	9
Dwight	31	5
Harvard	51	4
Higginson	47	5
Hugh O'Brien	85	17
Hyde-Everett	15	1
Jefferson	48	15
John Winthrop	41	14
Julia Ward Howe	72	14
Norcross	49	11
Paul A. Dever	42	3
Phillips Brooks	40	10
Theodore Lyman	77	13
William E. Endicott	77	15
TOTAL	872	162

Counterpoise Evaluation 1965-66

Parental Evaluation Tally Sheet - Grade III

Has your child shown improvement on his report card in Reading?

	Total Yes	Total No
Christopher Gibson	43	7
Dearborn	78	6
Dillaway	35	2
Dudley	28	9
Dwight	27	6
Harvard	53	5
Higginson	44	4
Hugh O'Brien	82	22
Hyde-Everett	11	1
Jefferson	46	13
John Winthrop	58	13
Julia Ward Howe	61	12
Norcross	41	6
Paul A. Dever	51	14
Phillips Brooks	35	10
Theodore Lyman	68	16
William E. Endicott	73	10
TOTAL	834	156

Counterpoise Evaluation 1965-66

Parental Evaluation Tally Sheet - Grade III

Has your child shown improvement on his report card in Arithmetic?

	Total Yes	Total No
Christopher Gibson	38	10
Dearborn	74	6
Dillaway	34	1
Dudley	31	9
Dwight	21	9
Harvard	38	7
Higginson	32	11
Hugh O'Brien	79	25
Hyde-Everett	13	1
Jefferson	40	16
John Winthrop	49	22
Julia Ward Howe	61	9
Norcross	34	11
Paul A. Dever	45	14
Phillips Brooks	33	8
Theodore Lyman	60	17
William E. Endicott	69	14
TOTAL	751	190

Counterpoise Evaluation 1965-66

Parental Evaluation Tally Sheet - Grade III

Has your child shown improvement on his report card in Language?

	Total Yes	Total No
Christopher Gibson	32	12
Dearborn	62	4
Dillaway	29	4
Dudley	20	14
Dwight	21	7
Harvard	31	5
Higginson	31	10
Hugh O'Brien	72	32
Hyde-Everett	8	1
Jefferson	29	9
John Winthrop	55	16
Julia Ward Howe	51	11
Norcross	24	5
Paul A. Dever	30	16
Phillips Brooks	30	10
Theodore Lyman	59	13
William E. Endicott	51	14
TOTAL	635	183

Counterpoise Evaluation 1965-66

Parental Evaluation Tally Sheet - Grade III

Has your child shown an increase in self-confidence?

	Total Yes	Total No
Christopher Gibson	43	9
Dearborn	68	16
Dillaway	31	7
Dudley	34	8
Dwight	32	5
Harvard	49	7
Higginson	41	8
Hugh O'Brien	78	25
Hyde-Everett	12	4
Jefferson	33	15
John Winthrop	10	-
Julia Ward Howe	69	13
Norcross	46	7
Paul A. Dever	40	5
Phillips Brooks	57	11
Theodore Lyman	75	14
William E. Endicott	69	20
TOTAL	787	174

Counterpoise Evaluation 1965-66

Parental Evaluation Tally Sheet - Grade III

Has your child shown an increased interest in his personal appearance?

	Total Yes	Total No
Christopher Gibson	42	7
Dearborn	88	6
Dillaway	33	4
Dudley	33	9
Dwight	31	5
Harvard	47	7
Higginson	39	11
Hugh O'Brien	82	22
Hyde-Everett	9	6
Jefferson	41	14
John Winthrop	58	10
Julia Ward Howe	68	15
Norcross	43	9
Paul A. Dever	61	11
Phillips Brooks	34	4
Theodore Lyman	76	14
William E. Endicott	80	12
TOTAL	865	166

Parental Evaluation Tally Sheet - Grade III

Have you had more contact with the school through informal meetings, conferences, assemblies, letters, notices, etc.?

	Total Yes	Total No
Christopher Gibson	21	30
Dearborn	52	36
Dillaway	21	9
Dudley	22	17
Dwight	28	17
Harvard	34	19
Higginson	26	25
Hyde-Everett	8	7
Hugh O'Brien	53	51
Jefferson	22	30
John Winthrop	33	12
Julia Ward Howe	41	32
Norcross	37	13
Paul A. Dever	40	29
Phillips Brooks	30	12
Theodore Lyman	49	37
William E. Endicott	51	40
TOTAL	568	416

Counterpoise Evaluation 1965-66

Parental Evaluation Tally Sheet - Grade VI

Have you noticed any difference in your child's attitude toward school?

	Total Yes	Total No
Christopher Gibson	23	10
Dearborn	70	36
Dillaway	13	7
Dudley	30	13
Dwight	17	11
Harvard	19	5
Higginson	52	26
Hugh O'Brien	51	13
Jefferson	37	16
John Winthrop	30	10
Julia Ward Howe	43	24
Phillips Brooks	50	13
Theodore Lyman	61	18
William E. Endicott	36	20
TOTAL	532	222

Counterpoise Evaluation 1965-66

Parental Evaluation Tally Sheet - Grade VI

Has your child shown an increased interest in going to junior and senior high school?

	Total Yes	Total No
Christopher Gibson	25	11
Dearborn	88	18
Dillaway	17	3
Dudley	33	3
Dwight	27	1
Harvard	22	3
Higginson	64	13
Hugh O'Brien	55	8
Jefferson	47	4
John Winthrop	44	
Julia Ward Howe	60	6
Phillips Brooks	47	14
Theodore Lyman	76	4
William E. Endicott	47	8
TOTAL	652	96

Counterpoise Evaluation 1965-66

Parental Evaluation Tally Sheet - Grade VI

Has there been improvement in your child's work habits?

	Total Yes	Total No
Christopher Gibson	28	6
Dearborn	92	14
Dillaway	15	5
Dudley	33	9
Dwight	23	5
Harvard	23	1
Higginson	63	14
Hugh O'Brien	50	14
Jefferson	44	9
John Winthrop	28	5
Julia Ward Howe	56	11
Phillips Brooks	44	6
Theodore Lyman	73	7
William E. Endicott	44	13
TOTAL	616	119

Parental Evaluation Tally Sheet - Grade VI

Has there been any improvement in your child's effort?

	Total Yes	Total No
Christopher Gibson	20	12
Dearborn	90	12
Dillaway	16	4
Dudley	37	7
Dwight	26	1
Harvard	23	2
Higginson	64	14
Hugh O'Brien	52	11
Jefferson	44	7
John Winthrop	35	9
Julia Ward Howe	59	7
Phillips Brooks	41	9
Theodore Lyman	69	11
William E. Endicott	50	6
TOTAL	626	112

Counterpoise Evaluation 1965-66

Parental Evaluation Tally Sheet - Grade VI

Has your child shown improvement on his report card in Reading?

	Total Yes	Total No
Christopher Gibson	29	7
Dearborn	72	4
Dillaway	18	2
Dudley	37	8
Dwight	24	1
Harvard	20	1
Higginson	56	17
Hugh O'Brien	48	114
Jefferson	45	6
John Winthrop	40	4
Julia Ward Howe	52	9
Phillips Brooks	41	10
Theodore Lyman	68	9
William E. Endicott	37	12
TOTAL	587	204

Counterpoise Evaluation 1965-66

Parental Evaluation Tally Sheet - Grade VI

Has your child shown improvement on his report card in Arithmetic?

		Total Yes	Total No
Christopher Gibson		26	8
Dearborn		83	8
Dillaway		15	5
Dudley		36	9
Dwight		23	4
Harvard		15	3
Higginson		52	22
Hugh O'Brien		46	17
Jefferson		35	12
John Winthrop		33	11
Julia Ward Howe		53	9
Phillips Brooks		38	8
Theodore Lyman		64	4
William E. Endicott		38	11
	TOTAL	557	131

Counterpoise Evaluation 1965-66

Parental Evaluation Tally Sheet - Grade VI

Has your child shown improvement on his report card in Language?

	Total Yes	Total No
Christopher Gibson	22	11
Dearborn	62	13
Dillaway	16	4
Dudley	31	10
Dwight	22	1
Harvard	16	0
Higginson	49	23
Hugh O'Brien	43	20
Jefferson	35	8
John Winthrop	35	9
Julia Ward Howe	40	10
Phillips Brooks	35	9
Theodore Lyman	64	12
William E. Endicott	38	7
TOTAL	508	137

Parental Evaluation Tally Sheet - Grade VI

Has your child shown an increase in self-confidence?

	Total Yes	Total No
Christopher Gibson	30	4
Dearborn	88	14
Dillaway	16	3
Dudley	32	11
Dwight	25	2
Harvard	23	2
Higginson	59	14
Hugh O'Brien	59	5
Jefferson	45	12
John Winthrop	16	
Julia Ward Howe	56	11
Phillips Brooks	44	4
Theodore Lyman	73	7
William E. Endicott	47	10
TOTAL	613	99

Parental Evaluation Tally Sheet - Grade VI

Has your child shown an increased interest in his personal appearance?

	Total Yes	Total No
Christopher Gibson	29	7
Dearborn	84	8
Dillaway	15	5
Dudley	35	11
Dwight	22	3
Harvard	20	3
Higginson	68	10
Hugh O'Brien	55	8
Jefferson	45	6
John Winthrop	39	5
Julia Ward Howe	58	6
Phillips Brooks	42	4
Theodore Lyman	75	5
William E. Endicott	48	9
TOTAL	635	90

88

Counterpoise Evaluation 1965-66

Parental Evaluation Tally Sheet - Grade VI

Have you had more contact with the school through informal meetings, conferences, assemblies, letters, notices, etc.?

	Total Yes	Total No
Christopher Gibson	21	18
Dearborn	50	52
Dillaway	7	13
Dudley	21	20
Dwight	10	16
Harvard	22	3
Higginson	38	39
Hugh O'Brien	44	21
Jefferson	38	12
John Winthrop	30	9
Julia Ward Howe	34	33
Phillips Brooks	33	12
Theodore Lyman	53	27
William E. Endicott	25	30
TOTAL	426	305

Comments

I think my child has improved very much in yr 1966.

Comments

1. "I like the special help that is given to children who need it."
2. "outstanding teachers"
3. "My child has done 'beautiful work in this school, which she has never done before in other schools"
4 "The change in schools (five) an in her home have made her insecure

Comments

I am very pleased of the interesting [illegible] daughter [illegible] has [illegible]. Teachers [illegible] extra work and [illegible] of the [illegible] the [illegible] teacher [illegible] child.

Comments

My daughter has been an Honor Roll Student therefore there isn't much room for improvement.

The change in teachers, at first was upsetting to Silvia. This is no longer true. She has become very fond of Mr. Walsh.

This is based on an improvement over a very difficult third grade (in [illegible]) at St Francis De Sales.

Comments: I was only able to attend 2 meetings, and had a few conferences with his teacher. I have seen progress and have helped him myself.

notices, etc.

Comments: I think Roger has done very well in the pa 2 months, and I want to thank his teacher [illegible]

Comments

CHILD'S INTEREST WAS GOOD BEFORE COUNTERPOISE. CHANGE SLIGHT IF ANY. [illegible] BEFORE EXPOSURE.

[illegible] in his progress [illegible] [illegible] [illegible]

Mrs. [redacted]

assemblies, letters, notices, etc?

Comments Due to holding down two (2) jobs it's n[illegible] easy for me to contact the school as I did last yr. [illegible] is so contrary that I'm answering these question as I can he changes from day to day. I would say [illegible] does his work at home well but his reports from school are different & where I haven't been to see his teacher recently I really don't know just how to cope with [illegible]

Comments I have three children in Counterpoint and have been very pleased with the results of this program.

55.

Comments Debora is always reading and doing Problems from her older brothers books at home.

[redacted]

Comments: Beatrice has made many comments on the improvement of the Jefferson School and she likes all her teachers. and respects them. Mrs [redacted]

Parental Comments:

[illegible] [illegible] [illegible]
[illegible]

[illegible] hobbies, etc.

Comments: I am very [illegible] [illegible] [illegible]

Comments

Between Her tutor And School She has Become A better Student In every Respect

Father: [redacted]

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Parental Comments: Peter likes ~~to~~ read and likes art. He never talks about going to Scho he takes it in his stride

Mrs [redacted]

Parental Comments:

Lori has always enjoyed school.

Parental Comments:

My child is interested in getting in the higher grades, she likes school very much.

[redacted]

Parental Comments:

Children like to have the same explained clearly & taken apart so they understand all about it then asked quiz on the subject and if every one understands. Some catch on quicker than other [illegible] it a little more time than others.

Parental Comments:

Michelle has always liked school

Parental Comments:

With the new set up of Educational subjects it has caused the children to be more alert an conscious of these different subjects. And then th more improvement all the time to develop th children's interest. If you keep a child busy [illegible] something new all the time their minds are [illegible] always looking for something different And they a

Comments

My son has been most fortunate in having teachers of the Calibre [illegible] had [illegible] [illegible] [illegible] [illegible] [illegible]

[illegible] [illegible], [illegible] [illegible] dedication in their efforts [illegible] [illegible] [illegible] [illegible] I am very grateful to them for their genuine interest.

[redacted]

My son has improved a lot school And the Teachers are very helpful with the Students.

Thank You

[redacted]

Parental Comments?

He has a new interest & pride in the outcome of his tests & [illegible] summer class is being looked forward to. I notice more interest in [illegible]

Parental Comments? Ellen seems to be anxious to be praised for her Efforts.

[redacted]

Parental Comments?

I was very glad to learn my son was being taught under the contract. I truly believe this has made him more interested in his subjects.

Mrs [redacted]

Parental Comments: I don't have any complaints about my children because they all just love school.

Mrs. [redacted]

Comments

I have checked the above [illegible] designations. The above are [illegible] solely to [illegible] but to [illegible] child's maturation. [illegible]

Parental Comments:

My ~~boy~~ daughter has shown interest in music also enjoyed the nature science studies. Would like to get a book from library on music reading [illegible]

[redacted]

APPENDIX E

SCHOLASTIC APTITUDE MEDIANS

Counterpoise Evaluation

Scholastic Aptitude

Grade 4

District	Test	Form	Date	Median I.R.
Christopher Gibson	Kuhlmann Anderson	D	10-5-65	92.7
Dearborn	Kuhlmann Anderson	D	10-5-65	89
Dillaway	Kuhlmann Anderson	D	10-5-65	100
Dwight	Kuhlmann Anderson	D	10-5-65	91.5
Dudley	Kuhlmann Anderson	D	10-5-65	82.5
Harvard	Kuhlmann Anderson	D	10-5-65	98
Higginson	Kuhlmann Anderson	D	10-5-65	100
Hugh O'Brien	Kuhlmann Anderson	D	10-5-65	85
William E. Endicott	Kuhlmann Anderson	D	10-5-65	95
Hyde-Everett	Kuhlmann Anderson	D	10-5-65	96
Jefferson	Kuhlmann Anderson	D	10-5-65	95
John Winthrop	Kuhlmann Anderson	D	10-5-65	95
Julia Ward Howe	Kuhlmann Anderson	D	10-5-65	94
Paul A. Dever	Kuhlmann Anderson	D	10-5-65	92
Phillips Brooks	Kuhlmann Anderson	D	10-5-65	89
Theodore Lyman	Kuhlmann Anderson	D	10-5-65	97

Average I.R. - 93.3

No Grade IV in Norcross

Counterpoise Evaluation

Scholastic Aptitude

Grade 6

District	Test	Form	Date	Median I.R.
Christopher Gibson	Kuhlmann Anderson	EF	10-5-65	94.5
Dearborn	Kuhlmann Anderson	EF	10-5-65	88
Dillaway	Kuhlmann Anderson	EF	10-5-65	93
Dudley	Kuhlmann Anderson	EF	10-5-65	91.4
Dwight	Kuhlmann Anderson	EF	10-5-65	96
Harvard	Kuhlmann Anderson	EF	10-5-65	97
Higginson	Kuhlmann Anderson	EF	10-5-65	98
Hugh O'Brien	Kuhlmann Anderson	EF	10-5-65	87
William E. Endicott	Kuhlmann Anderson	EF	10-5-65	92
Jefferson	Kuhlmann Anderson	EF	10-5-65	95
John Winthrop	Kuhlmann Anderson	EF	10-5-65	88
Julia Ward Howe	Kuhlmann Anderson	EF	10-5-65	96
Phillips Brooks	Kuhlmann Anderson	EF	10-5-65	90
Theodore Lyman	Kuhlmann Anderson	EF	10-5-65	99

Average I.R. - 93.2

No Grade VI in Hyde-Everett
Norcross
Paul A. Dever

APPENDIX F

READING AND ARITHMETIC ACHIEVEMENT MEDIANS

Counterpoise Evaluation **1965-1966**

Reading Achievement Median Grade **1**

District	Sept.	April	Expected Change	Change
Christopher Gibson		2.3	.7	+ 1.3
Dearborn		2.2	.7	+ 1.2
Dillaway		2.4	.7	+ 1.4
Dudley		2.1	.7	+ 1.1
Dwight		2.0	.7	+ 1.0
Harvard		2.6	.7	+ 1.6
Higginson		2.3	.7	+ 1.3
Hyde		2.05	.7	+ 1.05
John Winthrop		1.9	.7	+ .9
Julia Ward Howe		2.2	.7	+ 1.2
Hugh O'Brien		2.2	.7	+ 1.2
Jefferson		2.3	.7	+ 1.3
Norcross		2.6	.7	+ 1.6
Paul A. Dever		2.2	.7	+ 1.2
Phillips Brooks		2.3	.7	+1.3
Theodore Lyman		2.5	.7	+1.5
William E. Endicott		2.4	.7	+1.4

Average Change + 1.3

Spread of Change +.9 - +1.6
Average Change +1.3
Expected Average Change *.7
Months Exceeding Expected Change + .6

Counterpoise Evaluation 1965-1966

Reading Achievement Median Grade 2

District	Sept.	April	Expected Change	Change
Christopher Gibson	2.3	3.3	.7	+ 1.0
Dearborn	2.3	3.5	.7	+ 1.2
Dillaway	2.4	3.6	.7	+ 1.2
Dudley	2.3	3.3	.7	+ 1.0
Dwight	2.3	3.1	.7	+ .8
Harvard	2.5	3.7	.7	+ 1.2
Henry L. Higginson	2.4	3.6	.7	+ 1.2
Hyde	1.97	2.93	.7	+ .96
John Winthrop	2.2	3.2	.7	+ 1.0
Julia Ward Howe	2.3	3.4	.7	+ 1.1
Hugh O'Brien	2.4	3.3	.7	.9
Jefferson	2.3	3.6	.7	+ 1.3
Norcross	2.6	4.0	.7	+ 1.4
Paul A. Dever	2.2	2.8	.7	+ .6
Phillips Brooks	2.2	3.2	.7	+ 1.0
Theodore Lyman	2.5	3.6	.7	+ 1.1
William E. Endicott	2.5	3.6	.7	+ 1.1

Average +1.0

Spread of Change .6 — + 1.4
Average Change + 1.0

Expected Average Change + .7
Months Exceeding Expected Change + .3

Counterpoise Evaluation **1965-1966**

Reading Achievement Median **Grade 3**

District	Sept.	April	Expected Change	Change
Christopher Gibson	3.0	4.2	.7	+ 1.2
Dearborn	2.7	4.0	.7	+ 1.3
Dillaway	3.0	4.2	.7	+ 1.2
Dudley	2.48	3.85	.7	+ 1.37
Dwight	2.2	3.6	.7	+ 1.4
Harvard	3.0	4.4	.7	+ 1.4
Henry L. Higginson	2.8	4.3	.7	+ 1.5
Hyde	2.5	3.5	.7	+ 1.0
John Winthrop	2.5	3.9	.7	+ 1.4
Julia Ward Howe	2.7	4.4	.7	+ 1.7
Hugh O'Brien	2.6	4.1	.7	+ 1.5
Jefferson	2.4	3.9	.7	+ 1.5
Norcross	2.7	4.5	.7	+ 1.8
Paul A. Dever	2.3	3.8	.7	+ 1.5
Phillips Brooks	2.8	4.3	.7	+ 1.5
Theodore Lyman	2.9	4.5	.7	+ 1.6
William E. Endicott	2.8	4.1	.7	+ 1.3

Average Change + 1.4

Spread of Change +1.0 -+1.8
Average Change 1.4
Expected Average Change +.7

Months Exceeding Expected Change +.7

Counterpoise Evaluation **1965-1966**

Reading Achievement Median **Grade 4**

District	Sept.	April	Expected Change	Change
Christopher Gibson	2.8	3.6	.7	+ .8
Dearborn	2.7	3.8	.7	+1.1
Dillaway	2.8	4.9	.7	+2.1
Dudley	2.7	3.3	.7	+ .6
Dwight	2.8	3.2	.7	+ .4
Harvard	2.9	4.2	.7	+1.3
Henry L. Higginson	3.0	4.1	.7	+1.1
Hyde	2.75	3.2	.7	+ .45
John Winthrop	2.6	3.3	.7	+ .7
Julia Ward Howe	2.9	3.7	.7	+ .8
Hugh O'Brien	2.6	3.6	.7	+1.0
Jefferson	3.1	3.4	.7	.3
Norcross				
Paul A. Dever	2.8	3.4	.7	+ .6
Phillips Brooks	2.6	3.7	.7	+1.1
Theodore Lyman	3.0	4.0	.7	+1.0
William E. Endicott	3.0	3.6	.7	+ .6

Spread of Change	+.4 - +2.1
Average Change	+.8
Expected Average Change	+.7
Months Exceeding Expected Change	+.1

Average Change +.8

10

Counterpoise Evaluation

1965-1966

Reading Achievement Median

Grade 6

District	Sept.	April	Expected Change	Change
Christopher Gibson	4.3	5.3	.7	+ 1.0
Dearborn	4.1	5.5	.7	+ 1.4
Dillaway	4.4	5.0	.7	+ .6
Dudley	4.3	5.3	.7	+ 1.0
Dwight	3.9	4.6	.7	+ .7
Harvard	4.7	5.7	.7	+ 1.0
Henry L. Higginson	4.5	5.7	.7	+ 1.2
Hyde				
John Winthrop	3.9	5.0	.7	+1.1
Julia Ward Howe	4.2	4.7	.7	+ .5
Hugh OBrien	4.0	4.9	.7	+ .9
Jefferson	4.4	5.2	.7	+ .8
Norcross				
Paul A. Dever				
Phillips Brooks	4.0	4.8	.7	+.8
Theodore Lyman	4.7	5.6	.7	+.9
William E. Endicott	4.3	5.0	.7	+.7

Spread of Change + .5 - + 1.4
Average Change + .9
Expected Average Change + .7
Months Exceeding Expected Change +.2

Average Change +.9

Counterpoise Evaluation 1965-1966

Math Achievement Median

Grade 5

District	Sept.	April	Expected Change	Change
Christopher Gibson	4.1	4.4	.7	+ .3
Dearborn	3.6	5.2	.7	+1.6
Dillaway	4.6	5.3	.7	+ .7
Dudley	3.65	5.0	.7	+1.35
Dwight	3.65	4.65	.7	+1.0
Harvard	3.7	5.3	.7	+1.6
Henry L. Higginson	3.8	4.9	.7	+1.1
Hyde				
John Winthrop	3.3	4.4	.7	+1.1
Julia Ward Howe	3.3	4.3	.7	+1.0
Hugh O'Brien	3.4	5.0	.7	+1.6
Jefferson	3.4	4.65	.7	+1.25
Norcross				
Paul A. Dever				
Phillips Brooks	3.3	4.4	.7	+1.1
Theodore Lyman	4.4	6.0	.7	+1.6
William E. Endicott	3.6	5.2	.7	+1.7

Average Change +1.2

Spread of Change	+ .3 - +1.7
Average Change	+1.2
Expected Average Change	+ .7
Months Exceeding Expected Change	+ .5

Counterpoise Evaluation **1965-1966**

Math Achievement Median Grade 7

District	Sept.	April	Expected Change	Change
Christopher Gibson				
Dearborn	5.4	6.6	.7	+1.2
Dudley				
Dwight				
Harvard				
Henry L. Higginson				
Hyde				
John Winthrop				
Julia Ward Howe				
Hugh O'Brien				
Jefferson				
Norcross				
Paul A. Dever				
Phillips Brooks				
Theodore Lyman				
William E. Endicott				

Spread of Change +1.2
Expected Average Change +.7
Months Exceeding Expected Change + .5

APPENDIX G

GROWTH IN ACADEMIC ACHIEVEMENT

Counterpoise Evaluation **1965-66**

Growth in Academic Achievement **Grade 4**

District	November Average	March Average	Change
Christopher Gibson	2.3	2.5	+ .2
Dearborn	1.9	2.3	+ .4
Dillaway	2.5	2.6	+ .1
Dudley	2.5	3.1	+ .6
Dwight	2.2	2.6	+ .4
Harvard	2.2	2.7	+ .5
Henry L. Higginson	2.5	2.9	+ .4
Hugh O'Brien	2.4	2.4	
Hyde	2.0	2.7	+ .7
Jefferson	2.6	2.7	+ .1
John Winthrop	2.0	2.1	+ .1
Julia Ward Howe	2.1	2.5	+ .4
Norcross	Grades I - III only		
Paul A. Dever	2.5	2.8	+ .5
Phillips Brooks	2.1	2.3	+ .2
Theodore Lyman	2.1	2.2	+ .1
William E. Endicott	2.4	2.7	+ .3
AVERAGE	2.1	2.4	+ .3
Key	A = 4 D = 1 B = 3 E = 0 C = 2		

Counterpoise Evaluation **1965-66**

Growth in Academic Achievement

Grade 5

District	November Average	March Average	Change
Christopher Gibson	2.1	2.2	+ .1
Dearborn	2.3	2.6	+ .3
Dillaway	2.2	2.3	+ .1
Dudley	1.4	1.6	+ .2
Dwight	1.7	2.0	+ .3
Harvard	2.5	2.7	+ .2
Henry L. Higginson	2.4	2.7	+ .3
Hugh O'Brien	2.4	2.8	+ .4
Hyde	Grades I - IV only		
Jefferson	2.4	2.6	+ .2
John Winthrop	2.0	2.3	+ .3
Julia Ward Howe	2.4	2.7	+ .3
Norcross	Grades I - III only		
Paul A. Dever	Grades I - IV only		
Phillips Brooks	2.0	2.4	+ .4
Theodore Lyman	2.3	2.5	+ .2
William E. Endicott	2.3	2.6	+ .3
AVERAGE	2.2	2.4	+ .2
Key	A = 4 D = 1 B = 3 E = 0 C = 2		

Counterpoise Evaluation

Growth in Academic Achievement

1965-66

Grade 6

District	November Average	March Average	Change
Christopher Gibson	2.0	2.2	+ .2
Dearborn	2.3	2.7	+ .4
Dillaway	2.4	2.6	+ .2
Dudley	.5	.8	+ .3
Dwight	2.4	2.3	- .1
Harvard	2.7	2.8	+ .1
Henry L. Higginson	2.5	2.7	+ .2
Hugh O'Brien	2.1	2.3	+ .2
Hyde	Grades I - IV only		
Jefferson	2.7	2.8	+ .1
John Winthrop	2	3	+1.
Julia Ward Howe	2.2	2.7	+ .5
Norcross	Grades I - III only		
Paul A. Dever	Grades I - IV only		
Phillips Brooks	2.2	2.5	+ .3
Theodore Lyman	2.6	2.8	+ .2
William E. Endicott	2.4	2.4	
AVERAGE	2.2	2.5	+ .3

Key

A = 4 D = 1
B = 3 E = 0
C = 2

APPENDIX H

PERSONAL AND SOCIAL DEVELOPMENT

Counterpoise Evaluation 1965-66

Personal and Social Development

Absences (%)	63-64	64-65	Change	65-66	Change	Overall Change Since Counterpoise
** Christopher Gibson	8. %	7. %	-1. %	7. %	none	-1. %
** Dearborn	13.3 %	10.9 %	-2.4 %	8.7 %	-2.2%	-4.6 %
** Dillaway	.08%	.06%	- .02%	.08%	+ .02%	none
** Dudley	9.5 %	7.5 %	-2. %	7.8 %	+ .3 %	-1.7 %
*** Dwight	9.72%	9.54%		10.2 %	+ .66%	+ .66%
** Harvard	8.42%	7.7 %	- .72%	8.33%	+ .63%	- .09%
* Henry L. Higginson	8.1 %	7.1 %	-1. %	5.9 %	-1.2 %	-2.2 %
** Hyde-Everett	7. %	8. %	+1. %	3. %	-5 %	-4. %
** John Winthrop	8. %	9. %	+1. %	9. %	none	+1. %
** Julia Ward Howe	9.11%	8.68%	- .43%	8.80%	+ .12%	- .31%
*** Hugh O'Brien	11.3 %	10.3 %		10.2 %	- .1 %	- .1 %
*** Jefferson	8. %	7. %		8. %	+1. %	+1. %
** Norcross	14.4 %	13.7 %	- .7 %	15.6 %	+1.9 %	+1.2 %
*** Paul A. Dever	8.5 %	9.4 %		8.6 %	- .8 %	- .8 %
** Phillips Brooks	9. %	9.5 %	+ .5 %	9.5 %	none	+ .5 %
*** Theodore Lyman	6.6 %	7.7 %		7.8 %	+ .1 %	+ .1 %
** William E. Endicott	7.5 %	8. %	+ .5 %	7.5 %	- .5 %	none
Average Absences	8.62%	8.30%		8. %		

* Entered Counterpoise September 1963
** Entered Counterpoise September 1964
*** Entered Counterpoise February 1966

Counterpoise Evaluation 1965-66

Personal and Social Development

Truants (%)	63-64	64-65	Change	65-66	Change	Overall Change Since Counterpoise
** Christopher Gibson	3 %	4 %	+1 %	4 %	none	+1 %
** Dearborn	3.8 %	2.2 %	-1.6%	2.0 %	- .2 %	-1.8 %
** Dillaway	.02%	.02%	none	.004%	- .016%	- .016%
** Dudley	.08%	.085%	+ .005%	.01 %	- .075%	- .070%
*** Dwight		.3 %		.3 %	none	none
** Harvard	.31%	.38%	+ .07 %	.33%	- .05 %	+ .02 %
* Henry L. Higginson	2.5 %	1.2 %	-1.3 %	.6 %	- .6 %	-1.9 %
** Hyde-Everett	3 %	0	-3. %	.02%	+ .02%	-2.08 %
** John Winthrop	4 %	4 %	none	2 %	-2. %	-2. %
** Julia Ward Howe	1.46%	1.31%	- .15 %	.78%	- .53%	- .68 %
*** Hugh O'Brien	.5 %	.7 %		.2 %	- .5 %	- .5 %
*** Jefferson	.2 %	.1 %		.4 %	+ .3 %	+ .3 %
** Norcross	.00049%	.00072%	+ .00023%	.00027%	-.00045%	-.00022%
*** Paul A. Dever	.3 %	.3 %		.5 %	+.2 %	+.2 %
** Phillips Brooks	.002½%	.003%	+ .0005 %	.003%	same	+.0005%
*** Theodore Lyman	.8 %	1.3 %		1.4 %	+.1%	+.1 %
** William E. Endicott	3 %	1.6 %	-1.4 %	1 %	-.6%	-2. %
AVERAGE	1.44%	1.03 %		.80%		- .64%

* Entered Counterpoise September 1963
** Entered Counterpoise September 1964
*** Entered Counterpoise February 1966

Counterpoise Evaluation 1965-66

Personal and Social Development

Truancies	63-64	64-65	Change	65-66	Change	Overall Change Since Counterpoise
** Christopher Gibson	76	79	+3	154	+75	+78
** Dearborn	363	520	+157	270	-250	-93
** Dillaway	59	67	+8	12	-55	-47
** Dudley	36	31	-5	5	-26	-31
*** Dwight	5	73		41	-32	-32
** Harvard	42	51	+9	56	+ 5	+14
* Henry L. Higginson	97	52	-45	37	-15	-60
** Hyde-Everett	3	0	- 3	10	+10	+ 7
** John Winthrop	45	48	+ 3	26	-22	-19
** Julia Ward Howe	16	14	- 2	8	- 6	- 8
*** Hugh O'Brien	101	143		29	-114	-114
*** Jefferson	10	17		141	+124	+124
** Norcross	4	6	+2	1	- 5	- 3
*** Paul A. Dever	38	39		41	+ 2	+ 2
** Phillips Brooks	74	92	+18	113	+ 21	+39
*** Theodore Lyman	37	35		25	- 10	-10
** William E. Endicott	84	49	-35	45	- 4	-39
Total	1090	1310		1014		
AVERAGE	64	77		59		

* Entered Counterpoise September 1963

** Entered Counterpoise September 1964

*** Entered Counterpoise February 1966

Counterpoise Evaluation 1965-66

Personal and Social Development

Corporal Punishment	63-64	64-65	Change	65-66	Change	Overall Change Since Counterpoise
** Christopher Gibson	58	44	-14	39	- 5	-19
** Dearborn	52	94	+42	69	-25	+17
** Dillaway	0	0	none	0	none	none
** Dudley	6	5	- 1	5	none	- 1
*** Dwight	1	0		2	+ 2	+ 2
** Harvard	0	0	none	0	none	none
** Henry L. Higginson	0	0	none	0	none	none
** Hyde-Everett	0	0	none	0	none	none
** John Winthrop	37	34	- 3	26	- 8	-11
** Julia Ward Howe	58	34	-24	11	-23	-47
*** Hugh O'Brien	0	0		1	+ 1	+ 1
*** Jefferson	4	6		2	- 4	- 4
** Norcross	0	0	none	0	none	none
*** Paul A. Dever	0	0		0	none	none
** Phillips Brooks	13	5	- 8	8	+ 3	- 5
*** Theodore Lyman	4	1		3	+ 2	+ 2
** William E. Endicott	0	0	none	0	none	none
TOTAL	233	223		166		

* Entered Counterpoise September 1963

** Entered Counterpoise September 1964

*** Entered Counterpoise February 1966

Counterpoise Evaluation 1965-66

Personal and Social Development

Unlawful entry	63-64	64-65	Change	65-66	Change	Overall Change Since Counterpoise
**Christopher Gibson	5	6	+1	3	-3	-2
**Dearborn	5	3	-2	3		-2
**Dillaway	1	3	+2	0	-3	-1
**Dudley	0	0	0	0	0	0
***Dwight	0	0		2	+2	+2
**Harvard	1	1	0	1	0	0
*Henry L. Higginson	3	3	0	1	-2	-2
**Hyde-Everett	0	0	0	0	0	0
**John Winthrop	2	3	+1	3	0	+1
**Julia Ward Howe	0	5	+5	10	+5	+10
***Hugh O'Brien	5	3		2	-1	-1
***Jefferson	10	8		6	-2	-2
**Norcross	6	2	-4	1	-1	-5
***Paul A. Dever	0	0		0	0	0
**Phillips Brooks	8	7	-1	4	-3	-4
***Theodore Lyman	0	0		1	-1	-1
**William E. Endicott	2	1	-1	1	0	-1
TOTAL	48	45		38		

*Entered Counterpoise September 1963
**Entered Counterpoise September 1964
***Entered Counterpoise February 1966

Counterpoise Evaluation 1965-66

Personal and Social Development

Tardiness	63-64	64-65	Change	65-66	Change	Overall Change Since Counterpoise
**Christopher Gibson	808	906	+98	1,463	+557	+655
**Dearborn	3,013	3,094	+81	3,665	+571	+652
**Dillaway	404	1,161	+757	998	-163	+594
**Dudley	276	559	+283	566	-7	+290
***Dwight	536	915		1,245	+330	+330
**Harvard	369	398	+29	541	+143	+172
*Henry L. Higginson	not avail-able	1,100	--	1,598	+498	+498
**Hyde-Everett	250	240	-10	226	-26	-36
**John Winthrop	774	685	-89	705	+20	-69
**Julia Ward Howe	959	1,180	+221	1,361	+181	+402
***Hugh O'Brien	488	1,015		972	-43	-43
***Jefferson	392	408		391	-17	-17
**Norcross	Records lost in fire					
***Paul A. Dever	201	190		175	-15	-15
**Phillips Brooks	388	388	none	370	-18	-18
***Theodore Lyman	267	270		344	+74	+74
**William E. Endicott	393	196	-197	859	+663	+466
TOTAL	9,518	13,705		15,479		

*Entered Counterpoise September 1963
**Entered Counterpoise September 1964
***Entered Counterpoise February 1966

Counterpoise Evaluation 1965-66

Personal and Social Development

Amount ($) Glass Breakage	63-64	64-65	65-66*
Christopher Gibson		$ 950	
Dearborn	$1,693	$ 710	$ 615
Dillaway	$ 440	$ 40	
Dudley			
Dwight	$1,560	$1,415	$ 285
Harvard	$1,085	$ 222	not available
Henry L. Higginson	$ 592	$ 170	"
Hyde		$ 60	
John Winthrop		$ 300	
Julia Ward Howe	$2,000	$ 872	$ 735
Hugh O'Brien	$1,075	$ 330	$ 460
Jefferson	$ 510	$ 140	
Norcross	$ 601	$ 565	$ 00
Paul A. Dever			
Phillips Brooks	$1,225	$1,760	
Theodore Lyman	$ 720	$ 480	$ 248
William E. Endicott	$1,390	$ 616	
TOTAL	$12,891	$8,630	$2,343

* Figures incomplete June 1966

Counterpoise Evaluation 1965-66

Personal and Social Development

Fires	63-64	64-65	65-66
**Christopher Gibson	0	0	0
**Dearborn	1	0	0
**Dillaway	0	0	0
**Dudley	0	0	0
***Dwight	0	0	0
**Harvard	0	0	0
*Henry L. Higginson	0	0	0
**Hyde	1	1	0
**John Winthrop	0	0	0
**Julia Ward Howe	0	0	1
***Hugh O'Brien	1	0	0
***Jefferson	0	1	0
**Norcross	0	1	0
***Paul A. Dever	0	0	0
**Phillips Brooks	0	1	0
***Theodore Lyman	0	0	0
**William E. Endicott	0	0	2
TOTAL	3	4	3

* Entered Counterpoise September 1963
** Entered Counterpoise September 1964
*** Entered Counterpoise February 1966

APPENDIX I

HOME AND SCHOOL MEMBERSHIP

Counterpoise Evaluation 1965-66

Home and School Membership

District	63-64	64-65	Change	65-66	Change	Overall Change Since Counterpoise
Christopher Gibson		681	+681	752	+71	+752
Dearborn	305	348	+ 43	398	+50	+ 93
Dillaway	200	225	+ 25	151	-74	- 49
Dudley	147	171	+ 24	188	+17	+ 41
Dwight	90	110	+ 20	150	+40	+ 60
Harvard	250	250		250		
Henry L. Higginson	233	226	- 7	194	-32	- 39
*Hyde-Everett	450	287		63		
John Winthrop	200	325		350	+25	+ 25
Julia Ward Howe	384	397	+ 13	400	+ 3	+ 16
Hugh O'Brien	490	525		600	+75	+ 75
Jefferson	56	66		35	-31	- 31
**Norcross	172	182		153	-19	- 19
Paul A. Dever		150		170	+20	+ 20
Phillips Brooks	396	405	+ 9	428	+23	+ 32
Theodore Lyman	243	188	- 55	207	+19	- 36
William B. Endicott	403	405	+ 2	409	+ 4	+ 6
Totals	4019	4941		4898		

*Hyde-Everett District consisted of Hyde School, Everett School and Asa Gray School prior to 1965-1966 school year. Now Asa Gray School comprises the entire district.

**Fire during summer of 1965 destroyed building causing the district a loss of many families.

APPENDIX J

FIELD TRIPS

FIELD TRIPS

District	# of Trips	# of Pupils	# of Parents Involved
Dillaway	21	729	7
Christopher Gibson	22	1572	54
Dearborn	34	3704	26
Harvard	14	1704	47
Dwight	10	929	0
Higginson	83	4112	0
Hugh O'Brien	18	1277	4
William E. Endicott	13	3046	59
Hyde	13	591	17
John Winthrop	12	1815	32
Jefferson	11	486	0
Julia Ward Howe	20	2144	1
Norcross	14	1542	0
Phillips Brooks	11	1785	0
Theodore Lyman	7	687	16
Dudley	48	1413	10
Paul A. Dever	1	135	0
Totals	352	27,671	273

List of Places Visited on Field Trips

Arnold Arboretum
Animal Rescue League
Boston Fish Pier
Boston Globe
Bunker Hill Monument
Children's Museum
Children's Zoo - Franklin Park
Christian Science Monitor
Coca-Cola Bottling Company
Court House - Boston
Domino Sugar Refinery
Drumlin Farm
Freedom Trail
Great Brook Farm
Lexington-Concord
Logan International Airport
Longfellow House
Herald-Traveler
Hood Milk Company

Nantasket Beach
New England Telephone Co.
Mrs. Jack Gardner's Museum
Peabody Museum
Pier II
Plimouth Plantation
Police Headquarters
Pops Concert
Post Office
Prudential
Public Gardens
Science Museum
State House - Boston
Trailside Museum
Wayside Inn, Sudbury
W. B. Z. TV
Weathersfield Dairy
Local Fire Station
Local Pet Shop

Museums at Harvard

Norcross

Patricia [redacted]

I had a good time at

the beach

I liked it

It was fun

I saw jelly fish

Tillway

[redacted]
Roxbury, Mass.
May 10, 1966

Dear Valerie,

I went to the Isabella Stuart Gardner Museum. She is a lady who lived in the Gardner Museum. As months went by Isabella had wanted paintings and pictures from different lands and she got them. It was beautiful! We saw balconies. We stood on them too. Later we went to the Fenway Park to eat our lunch. It was cold at first. The teachers Miss. Kelley and Mrs. Bennett went over the other side. They told us to come. Then we all jumped off the bench and ran. I can still remeber her jewelry and gardens. Now it was time to go home. We got on the bus and we sang in the bus too.

Your friend,
Robin

Lyman

On the Other Side of the Charles River

On March 31, 1966 the Tedore Lyman School and the James Otis School visited diffrent parts of Cambridge. We went to the Peabody Museum, and the Longfellow House. We made new friends with the Mather School.

In the Longfellow House we saw three rooms. The first room we saw was Longfellow's Library and music room. The second room we saw was his office. The last room we saw was his study room where he did most of his writing.

We went to the Peabody Museum. In the Peabody Museum we saw stuffed animals that looked so real, and we saw glass flowers.

Jell

Brian [redacted]

My Trip to the Zoo

I saw a monkey
that spit and monkeys.
playing cowboys and
Indian at the zoo.

Paul A. Dever School

Our class went on a field trip to Freedom Trail. We came to school well polished and excited. Our first treat was to ride on the Gray Line Coach. It was fun. On our Tour we visited several places. We saw the King's Chapel, Paul Revere House, Old North Church, Haymarket square and Bunker Hill Monument.

The place which I enjoyed most was — The Old North Church.

John Winthrop School
Elizabeth [redacted]
Grade 5, Room 9, June 7, 1966
My Trip to the Science Museum

The best part of the trip was the Planetarium, because it seemed so real when the lights went off and w ill the buildings.

I liked the big world, and the animls. I thought they were real. I liked the little blood circles, and the telephone. You can hear your voice. I liked the other telephones where you can lay tic tac toe. The liver looked awul and made me sick. Then in another room there was a shape showing the inside of a person. That old car n the first floor was amazing, but how could you fit it into the room?

I enjoyed the Science Museum very much, and I hope we can go next year

Hurley

J. J. Hurley
Boston Mass.
June 9, 1966

Dear Mr. Wilson,

Thank you for giving us the trip to the Animal Rescue league Shelter. I like the pupies best. I had great fun.

Your friend
Katherine
[redacted]
Grade [illegible]

R.W. Emerson School
Marilyn [redacted]

Grade 4 - R9 May 31, 1966

Trailside Museum

On May 12th, we went to the Trailside Museum. We saw an owl and a raccoon. A guide showed us a raccoon and told us about him. Then another guide showed us a hog-nose snake. After we went for a hike we watched some turtles race. We had a lot of fun. We saw ducks in a pond and some ducks came out on the road. I enjoy field trips because I can see parts of Boston I have never seen before. It was nice to visit the Trailside Museum.

Christopher Gibson

Field Trip Reactions

1) Freedom Trail -
   (a) I would like to come again with my mother.
   (b) I did'nt know all these things were near me

2. Children's Museum
   (a) It was very interesting
   (b) I enjoyed it and will come again on my own.

3. Boston Herald
   (a) Most did not enjoy it because of the confusion and disorganization at the plant.

4. Baby Zoo
   (a) We love the animals. I liked feeding them with a bottle
   (b) I was afraid to touch the animals but they liked me.

5 Trailside Museum
   (a) The red fox looks like the one in our story
   (b) Is this the country?

6. Fanny Farmer
   (a) Amazement at the use of machines to shape candy.

(b) Interest in locating Funny Farm store on way home

7 Animal Rescue League
(a) I liked seeing all the dogs + cats who need homes.
(b) I liked seeing the doctor help sick dogs.

8. Police Headquarters
(a) Being finger printed was the most fun.
(b) I would like to work on the radio when I grow up.

9. Hood Milk
(a) I liked seeing how they put milk into bottles
(b) I liked seeing the slides and eating ice cream.

10. Children's Zoo
(a) I liked seeing the peacock.
(b) We had fun feeding the animals.

11. Swan Boats
(a) I liked seeing the mother duck and her babies
(b) We ate our lunch on the grass.

Gibson

Field Trip Reaction

11. Science Museum
    (a) Awed by demonstration. Anxious to try doing them on
    (b) More things of interest to see here than anywhere.

13. Drumlin Farm
    (a) It was exciting and the farm was clean.
    (b) I liked the hayride the best.

14. Post Office
    (a) It is much more busy than I thought
    (b) There are many different kinds of stamps.

15. Franklin Park
    (a) We had fun. We ate under the tree.
    (b)

16 Library
    (a) Librarians are friendly and helpful.
    (b) "I know how to find the book I want."

APPENDIX K

INTER-SCHOOL PROGRAMS

INTER-SCHOOL PROGRAMS

Under Title I of the Elementary and Secondary Education Act inter-school programs have been arranged between the seventeen Counterpoise districts, comprising some 11,800 pupils, and seventeen districts, comprising some 15,300 pupils, in the more favored areas of the city.

The district pairings are as follows:

Counterpoise Districts		Non-Counterpoise Districts	
Christopher Gibson	Dorchester	Longfellow	Roslindale
Dearborn	Roxbury	Francis Parkman	Jamaica Plain
Dillaway	Roxbury	John Marshall	Dorchester
Dudley	Roxbury	Donald McKay	East Boston
Dwight	South End	Charles Sumner	Roslindale
Harvard	Charlestown	Thomas Gardner	Brighton
Henry L. Higginson	Roxbury	Emily A. Fifield	Dorchester
Hugh O'Brien	Roxbury	Bennett	Brighton
Hyde-Everett	Roxbury	Edward Everett	Dorchester
Jefferson	Jamaica Plain	James J. Chittick	Mattapan
John Winthrop	Roxbury	James A. Garfield	Brighton
Julia Ward Howe	Roxbury	Beethoven	West Roxbury
Norcross	South Boston	Mary Hemenway	Dorchester
Paul A. Dever	Dorchester	Roger Wolcott	Mattapan
Phillips Brooks	Roxbury	Henry Grew	Hyde Park
Theodore Lyman	East Boston	Mather	Dorchester
William E. Endicott	Dorchester	Patrick F. Lyndon	West Roxbury

These programs consist of classroom exchanges for assembly programs; large group lessons in art, music, and physical education; book fairs; field trips; and other programs which are dependent on the physical facilities of the various buildings involved.

Pupils from Grades I - VI are involved in the inter-school exchanges. The average program involves fifty to sixty pupils coming to a district to be met by an individual host or hostess from this receiving district; participation in the type of program which has been planned and arranged by the participating principals and teachers; and return to the home district at the conclusion of the program.

INTER-SCHOOL PROGRAMS

District	# of Trips	# of Pupils	# of Parents Involved
Christopher Gibson	4	645	10
Dearborn	3	180	0
Dillaway	4	245	0
Dudley	3	184	1
Dwight	1	30	0
Harvard	3	1350	0
Henry L. Higginson	4	167	0
Hugh O'Brien	4	345	10
Hyde-Everett	3	128	2
Jefferson	12	363	0
John Winthrop	9	433	8
Julia Ward Howe	6	750	0
Norcross	5	894	0
Paul A. Dever	4	271	0
Phillips Brooks	1	60	0
Theodore Lyman	6	1027	10
William E. Endicott	4	230	5
Totals	76	7302	46

INTER-SCHOOL PROGRAMS

Host School	Guest School	Type of Program
Asa Gray	Edward Everett	Classroom participation-Reading Program
Otis	Jefferson	Classroom participation-Regular Program
Chittick	"	" " " "
"	"	" " " "
"	"	" " " "
Frank V. Thompson	"	" " " "
Jefferson	Theodore Lyman	" " " "
"	" "	" " " "
"	Chittick	" " " "
"	"	" " " "
"	"	" " " "
"	Frank V. Thompson	" " " "
"	"	" " " "
John Winthrop	Harvard School	Negro History Assembly
John Winthrop	" "	Concert - Glee Club
Harvard School	Benedict Fenwick	Glee Club Concert
John Winthrop	James Garfield	Regular Classroom Activities
James Garfield	John Winthrop	" " "
John Winthrop	Edison School	" " "
Edison	John Winthrop	" " "
Julia Ward Howe	Patrick O'Hearn	Glee Club and Folk Dancing
Beethoven	Julia Ward Howe	Evacuation Day Program
Julia Ward Howe	George F. Hoar	Art Display
Julia Ward Howe	Joyce Kilmer	Art, Physical Ed., Dancing, etc.
East Natick Elem. School	Julia Ward Howe	Glee Club of Julia Ward Howe
Julia Ward Howe	George F. Hoar	Arts & Crafts Assembly
Mary Hemenway	George F. Hoar	Holidays on Parade - Assembly
George F. Hoar	Mary Hemenway	Reading, Departmental Classes Gr. I
George F. Hoar	Sacred Heart, Roslindale	Visiting Day for Nuns
Julia Ward Howe	George F. Hoar	Music, Physical Ed., Reading
Paul A. Dever	Roger Wolcott	Same Gr. IV Level, Different Social and Economic Background Visits
Paul A. Dever	" "	" " " "
Roger Wolcott	Paul A. Dever	" " " "

INTER-SCHOOL PROGRAMS

Host School	Guest School	Type of Program
Roger Wolcott	Paul A. Dever	Same Gr. IV Level, Different Social and Economic Background Visits
Christopher Gibson	Longfellow	Puppet Show
" "	Agassiz	Memorial Day Program
Longfellow	Christopher Gibson	Memorial Day Program
Agassiz	Christopher Gibson	Student Concert
Francis Parkman	Dearborn	Drama and Choral Group
Dearborn	Francis Parkman	Entertainment
Francis Parkman	Dearborn	Musicale
Dillaway	John Marshall	Classroom Activities
John Marshall	Dillaway	Movies
Dillaway	John Marshall	Dialogue I - Literature & Science
John Marshall	Dillaway	Arithmetic Story Play
Dudley	Donald McKay	Group Relations
Albert Edgar Angier-Newton	William Bacon	Classroom Visitation - Lunch - Assembly
William Bacon	Albert Edgar Angier-Newton	Classroom Visitation - Lunch - Assembly
Charles Sumner	Joseph J. Hurley	Negro History Week Assembly
John Winthrop	Harvard - Bunker Hill	Negro History Week Assembly
Harvard	Benedict Fenwick	Concert
Thomas Gardner	Harvard - Bunker Hill	Patriotic Play
Thomas Leen	David A. Ellis	
David A. Ellis	Emily Fifield	Christmas Assembly
Robert Treat Paine	H. L. Higginson-Advanced Work Class	
Emily Fifield	David A. Ellis	
Ralph Waldo Emerson	Harriet Baldwin	Evacuation Day Assembly
Harriet Baldwin	Ralph Waldo Emerson	Patriot's Day Program
Ralph Waldo Emerson	Harriet Baldwin	Science Fair
Harriet Baldwin	Ralph Waldo Emerson	Memorial Day Assembly
Edward Everett	Asa Gray	Exchange Classroom Participation

INTER-SCHOOL PROGRAMS

Host School	Guest School	Type of Program
Henry Grew	Phillips Brooks	Assembly
Theodore Lyman	James Otis	Assembly
Theodore Lyman	Dante Alighieri	Assembly
Theodore Lyman	Mather School	Get Together and Assembly
Mather School	Theodore Lyman	Assembly, Recess and Visit to First Parish Church
Jefferson	James Otis	Classroom Instruction History, Arithmetic, Geography
James Otis	Jefferson	Classroom Instruction History Arithmetic, Geography
Sarah Greenwood	Warren-Prescott	Thanksgiving Assembly
Warren-Prescott	Sarah Greenwood	Brotherhood Assembly
Sarah Greenwood	Sophia Ripley	Assembly - "Hansel and Gretel"
Sophia Ripley	William E. Endicott	Assembly

Paul A Dever School

Our Class had a Student Exchange Day. We felt proud and happy to pretend we were grown up college students participating in an Exchange Program.

We went to the Roger Walcott School. When we arrived, we were welcomed by friends because their class had already visited us.

We went to Miss Downey's fourth-grade class. ~~We~~ It was a very nice room, although it was not like ours. The Roger Walcott is an older school with plenty of blackboard space and real coat rooms. It was fun going to the coat room.

After seeing the classroom we went

o an assembly where we enjoyed the program put on by the fourth grade. They recited and sang. There we saw movies.

The best treat of all was to have ice cream and cookies. We left after we ate. The final treat was treat was to hear our behavior while on the tour.

Norcross to J. W. Howe

Clifford [redacted]

I like the Julia Ward Howe when we made birds with paper, string, towels.

And we saw a Lincolon program. It was about when he chopped a tree but he told the truth.

Jefferson School
Beatrice [redacted]
Grade 6 Room 7 May 27, 1966

Our Visit to the Chittick School.

The trip our class took to the Chittick School was very interresting. I went on and errand for Miss O Connell. The Chittick School is very large, nice, clean, and modern. Our school isn't as nice as theirs inside but my opinion is that I think our school is further ahead and smarter. At recess the girls were very friendly but after the bell rang they kept talking. They give out girls' and boys' cards like us. I'd rather be in the good old Jefferson School any day.

to Jeff

rmes Otis School
Stella [redacted]
ade VI Room VII May 23, 1966
English

On our way to the Jefferson School we saw colleges, universites, stores, restraunts, and other things, also. We also saw hospitals and trolly-cars.

When we got to Jamaica Plain, where the Jefferson school is, we went inside the school and split up into groups. I my class we had three teachers. The first taught us history and the early settlers, Second was Geography which we learned about Russia and its importance, and third was arithmetic which the teacher taught us about decimals and per cent.

At 10:30 A.M. we went out to recess and played games. While we were out we saw the children play double-dutch on the jump rope.

When we got back it was time for lunch. After we ate lunch we talked about our trip.

If I ever got another opportunity to go back I would go and make friends again with the children.

Lyman to Mather

Theodore Lyman School
Leonard [redacted]
Grade 5 Rm. 13 May 31, 1966
English

When the children from the Mather School came I liked it because I made new friends. When we go to the Mather School I will like it because I will see my new friends again. Another thing I will like about going to the Mather School is the bus ride.

Dearborn to Parkman

Dearborn School
Deborah [redacted]
Grade 7-12 April 5, 1966

Visiting the Parkman School.

The Dearborn School Glee Club, went to the Parkman School on April 4, 66, to give a play to the children of the Parkman School on America's Heritage. The play was about a big book, called "America Our Heritage". The little children would ask many different questions about the book. Father and mother would often try to tell the children in a way in which they would understand. Mr. Lattimoore play a very important part in the story. He made the first light bulb and the first book on lights. George Washington Carver helped to made cotton grow along with peanuts and sweet potatos. The father and mother were picked from an 8th grade class, the children from 4th 5th and 6th grades

The Glee Club sang many songs. The songs were "Carry Me Back to Old Virginny," "Beautiful Dreamer," "Columbia, the Gem of the Ocean," "Battle Hymn of The Republic," "My Faith Looks Up to Thee," "I Got Shoes," "Deep River" and "America - Our Heritage." The songs we sang at the Parkman School were so great that the boys and girls from the Parkman School gave us two rounds of applause. We left in a lady like and gentleman-like fashion.

Baldwin to Emerson

H. A. Baldwin
Brighton, Mass
May 26, 1966

Dear Friends,

We enjoyed our visit to your school very much. Your class rooms and bulletin boards were very beautiful Most of all we enjoyed your program on Evacuation Day. The speakers were excellent. We loved the Irish dancing. The picture on the black board of the fighting men at Dorchester Heights was wonderful. The name cards were very thoughtful The teachers were very nice. We think you are very friendly and

We hope you will visit us again and that we may come and see you again.

Your friends,
The Fourth Grades
of the Harriet A.
Baldwin School

Emerson to
B. [illegible]

Ralph W. Emerson School
Roxbury, Mass.
June 1, 1966

Dear Friends,

The sixth grade of the Ralph Waldo Emerson School would like to thank you for inviting us to your Memorial Day Program. It was very nice and we enjoyed it very much.

The Master of Ceremony spoke excellently. The performers who recited poems and stories were outstanding. We could understand every word.

The kindergarten class did wonderfully well. The forth grade sang "The Ballard of the Green Beret" very well. The sixth grade said their poems with good clear voices. All the grades did their part very well. The teachers and children must have worked very hard to make the program a success. I hope that your classes enjoyed our program as much as we enjoyed yours. We loved having you!

The teachers, Miss Sheehan and Miss Kelly, were very friendly to us and so were the children. We are glad that we could meet new children, and become friends. It was interesting to see how another school was taught. Hope you can visit us again soon.

Your friends
of the R. W.
Emerson School

Baldwin to Emerson

Harriet A. Baldwin School
Brighton, Massachusetts
May 20, 1966

Dear Mr. Connelly,

Thank you for permitting us to attend your wonderful Science Fair. I enjoyed seeing the remarkable demonstrations and the marvelous films. I particularly enjoyed the exhibits which described magnetic forces. I also liked meeting the children of your sixth grade. I am looking forward to your visit to our school. I hope you will enjoy our program as much as we enjoyed yours.

Yours Truly,
Barbara [redacted]

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Dillaway to O'Donnell

[redacted]
Roxbury 19, Mass.
May 27, 1966

Dear Miss Kelley,

I went to the O'Donnell School yesterday. The class and I went by bus. Their school was something like ours. They had books like ours. They also had the same kind of fileing. seating They had desks like Mrs. Bennett's. We learded about the Netherlands and Nathan Hale. Everyone was afraid to tell the teacher that the name of the school was Nathan Hale. Then Karan went up and told her

Your friend,

[redacted]

BOSTON PUBLIC SCHOOLS

A COMPARISON OF READING ACHIEVEMENT SCORES OF THE COMPENSATORY DISTRICTS IN THE APRIL 1965 AND APRIL 1966 STANDARIZED READING TESTS

WILLIAM H. OHRENBERGER
SUPERINTENDENT OF PUBLIC SCHOOLS

MARY E. VAUGHAN
ASSOCIATE SUPERINTENDENT OF SCHOOLS

PAUL A. KENNEDY
DIRECTOR OF COMPENSATORY SERVICES

SEPTEMBER 1966

A Comparison of Reading Achievement Scores of the Compensatory Districts In the April 1965 and April 1966 Standarized Reading Tests

A comparison of the reading scores of the Compensatory Districts obtained from the city wide standardized tests of April 1965 and April 1966 demonstrates that there has been a significant improvement in reading achievement at all grade levels in these districts.

The statistics which follow for each grade level separate the twelve districts which have benefited from the enrichment program for both the 1964-1965 and 1965-1966 school years from those five districts in which the program was initiated in February 1966.

Analysis shows that the average achievement at all grade levels for those districts in the program for both school years was at a higher level in April 1966 than in April 1965.

In addition, the average achievement for the five districts which began the program in February 1966 shows an increase at all grade levels except Grade VI.

Analysis also shows that, on the average, achievement was at a higher level in April 1966 in the twelve districts which have been in the program for two years than in those new districts participating in the program for only three months when the tests were administered.

Thus, a significant increase in reading achievement has been realized under this compensatory program. We look forward to greater progress during the 1966-1967 school year as the expanded and extended program operates for an entire school year for the first time in all compensatory districts.

This survey of reading achievement coupled with the progress delineated in the document Elementary Enrichment Program (Counterpoise) Evaluation 1965-1966 justifies the expenditures of money by both the Federal Government and the Boston School Committee in conducting saturation programs for disadvantaged children.

Comparison of Reading Achievement Scores April 1965 - April 1966

Grade I

Districts In Program 1964-1965, 1965-1966	April 1965	April 1966	Change
Christopher Gibson	2.2	2.3	+.1
Dearborn	2.3	2.2	-.1
Dillaway	2.2	2.4	+.2
Dudley	1.9	2.1	+.2
Harvard	2.5	2.6	+.1
Henry L. Higginson	2.1	2.3	+.2
Hyde-Everett	2.2	2.1	-.1
John Winthrop	1.9	1.9	-
Julia Ward Howe	2.1	2.2	+.1
Norcross	2.5	2.6	+.1
Phillips Brooks	2.2	2.3	+.1
William E. Endicott	2.2	2.4	+.2
Average	2.2	2.3	+.1

Districts Entering Program February 1966			
Dwight	2.2	2.0	-.2
Hugh O'Brien	2.1	2.2	+.1
Jefferson	2.3	2.3	-
Paul A. Dever	2.2	2.2	-
Theodore Lyman	2.4	2.5	+.1
Average	2.2	2.2	-

Comparison of Reading Achievement Scores April 1965 - April 1966

Grade II

Districts In Program 1964-1965, 1965-1966	April 1965	April 1966	Change
Christopher Gibson	3.4	3.3	-.1
Dearborn	3.8	3.5	-.3
Dillaway	3.5	3.6	+.1
Dudley	3.2	3.3	+.1
Harvard	3.6	3.7	+.1
Henry L. Higginson	3.3	3.6	+.3
Hyde-Everett	3.0	3.0	-
John Winthrop	3.1	3.2	+.1
Julia Ward Howe	3.3	3.4	+.1
Norcross	3.4	4.0	+.6
Phillips Brooks	3.2	3.2	-
William E. Endicott	3.5	3.6	+.1
Average	3.4	3.5	+.1

Districts Entering Program February 1966			
Dwight	3.1	3.1	-
Hugh O'Brien	3.2	3.3	+.1
Jefferson	3.4	3.6	+.2
Paul A. Dever	3.0	2.8	-.2
Theodore Lyman	3.5	3.6	+.1
Average	3.2	3.3	+.1

Comparison of Reading Achievement Scores April 1965 - April 1966

Grade III

Districts In Program 1964-1965, 1965-1966	April 1965	April 1966	Change
Christopher Gibson	4.1	4.2	+.1
Dearborn	3.8	4.0	+.2
Dillaway	4.0	4.2	+.2
Dudley	3.8	3.8	-
Harvard	4.3	4.4	+.1
Henry L. Higginson	4.0	4.3	+.3
Hyde-Everett	4.0	3.5	-.5
John Winthrop	3.7	3.9	+.2
Julia Ward Howe	4.0	4.4	+.4
Norcross	4.3	4.5	+.2
Phillips Brooks	3.9	4.3	+.4
William E. Endicott	4.3	4.1	-.2
Average	4.0	4.1	+.1

Districts Entering Program February 1966			
Dwight	3.8	3.6	-.2
Hugh O'Brien	3.9	4.1	+.2
Jefferson	4.1	3.9	-.2
Paul A. Dever	3.9	3.8	-.1
Theodore Lyman	4.0	4.5	+.5
Average	3.9	4.0	+.1

Comparison of Reading Achievement Scores April 1965 - April 1966

Grade IV

Districts In Program 1964-1965, 1965-1966	April 1965	April 1966	Change
Christopher Gibson	3.5	3.6	+.1
Dearborn	3.8	3.8	-
Dillaway	4.3	4.9	+.6
Dudley	3.4	3.3	-.1
Harvard	4.0	4.2	+.2
Henry L. Higginson	4.2	4.1	-.1
Hyde-Everett	3.4	3.2	-.2
John Winthrop	3.2	3.3	+.1
Julia Ward Howe	3.4	3.7	+.3
Norcross		No Grade IV	
Phillips Brooks	3.4	3.7	+.3
William E. Endicott	3.8	3.6	-.2
Average	3.7	3.8	+.1

Districts Entering Program February 1966			
Dwight	3.2	3.2	-
Hugh O'Brien	3.2	3.6	+.4
Jefferson	3.4	3.4	-
Paul A. Dever	3.3	3.4	+.1
Theodore Lyman	3.9	4.0	+.1
Average	3.4	3.5	+.1

Comparison of Reading Achievement Scores April 1965 - April 1966

Grade VI

Districts In Program 1964-1965, 1965-1966	April 1965	April 1966	Change
Christopher Gibson	5.1	5.3	+.2
Dearborn	5.4	5.5	+.1
Dillaway	5.3	5.0	-.3
Dudley	4.8	5.3	+.5
Harvard	5.3	5.7	+.4
Henry L. Higginson	5.5	5.7	+.2
Hyde-Everett		No Grade VI	
John Winthrop	4.9	5.0	+.1
Julia Ward Howe	5.0	4.7	-.3
Norcross		No Grade VI	
Phillips Brooks	4.9	4.8	-.1
William E. Endicott	5.2	5.0	-.2
Average	5.1	5.2	+.1

Districts Entering Program February 1966			
Dwight	4.8	4.6	-.2
Hugh O'Brien	5.1	4.9	-.2
Jefferson	5.4	5.2	-.2
Paul A. Dever		No Grade VI	
Theodore Lyman	5.8	5.6	-.2
Average	5.3	5.1	-.2

BOSTON PUBLIC SCHOOLS

READING PROGRESS

(September 1965 - April 1966)

BOSTON PUBLIC SCHOOLS

CITY-WIDE READING TEST PROGRAM

	September 1965	April 1966
GRADE I	Metropolitan Reading Readiness	Gates Primary Reading Test
GRADE II	Gates Primary Reading Test	Gates Advanced Primary Reading Test
GRADE III	Diagnostic Reading Test	Diagnostic Reading Test
GRADE IV	Stanford Reading-Intermediate I	Stanford Reading Test
GRADE VI	Stanford Reading Test - Advanced	Stanford Reading Test
GRADE VIII	Stanford Reading Test - Advanced	Stanford Reading Test
GRADE X	Metropolitan Achievement	Metropolitan Achievement
GRADE XI	Cooperative English Test	Cooperative English Test

Grades V - VII and IX - give a city-wide Mathematics Test.

Each grade gives a different test, each with a different basis for determining the normal score for the particular grade. Comparisons of scores on different tests give a false picture, since there is no uniform agreement among the various testing companies in establishing these so-called "normal" scores for each grade level. A pupil might achieve a score of 2.5 on a particular test one day. The following day he might achieve a score of 3.5 on a different test. Test scores have to be interpreted in the light of the particular test given.

Although the tests may vary from grade to grade, the same Reading Test is given in September and April of a particular year, thereby giving the teacher a picture of the child's growth during that school year. Different forms of the same test may be accurately compared, as they are based on the same methods of establishing a norm.

In the future, it is planned to give varied forms of the same test from Grade I - VI, in order to more consistently appraise the reading achievements through elementary schools.

BOSTON PUBLIC SCHOOLS

METROPOLITAN READING READINESS

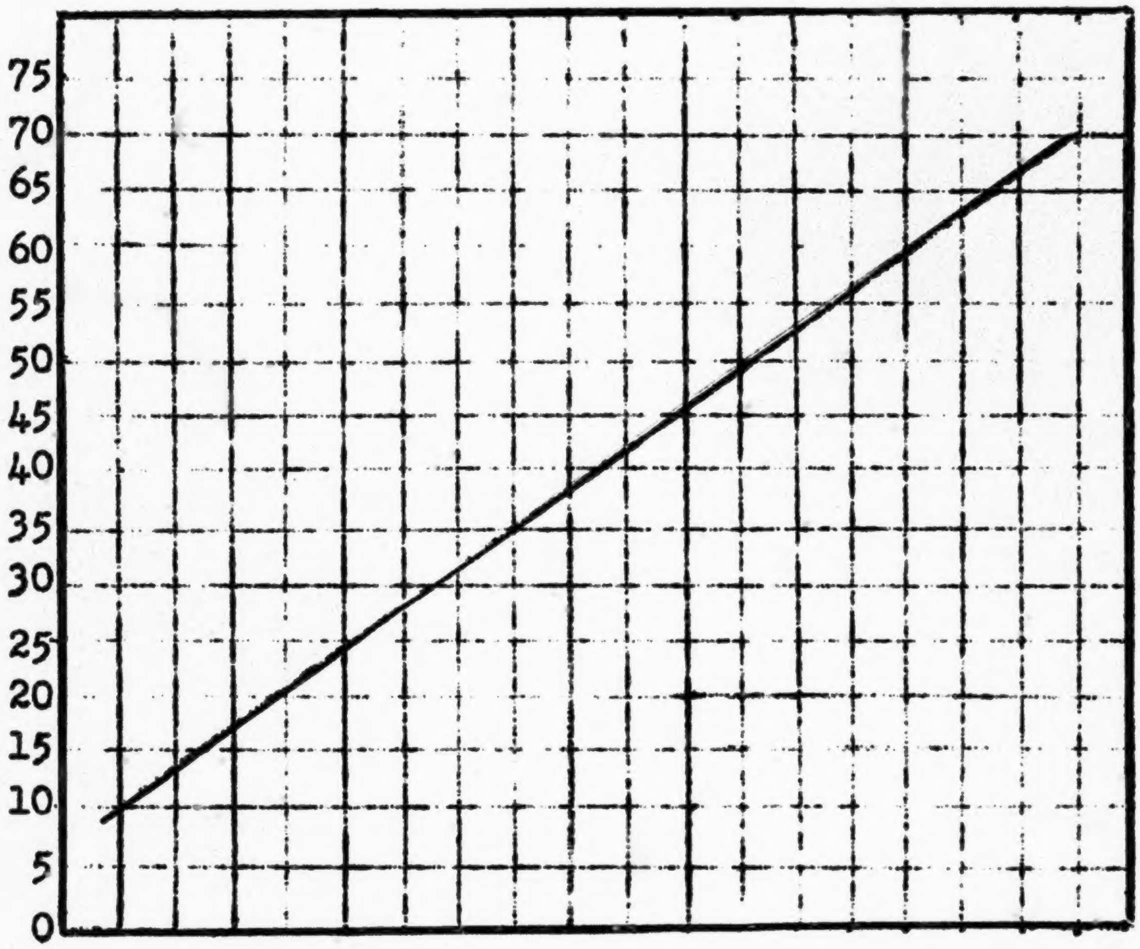
SEPTEMBER 1965

Range in Median Scores

City-Wide (by Districts)

Graph #1

GRADE ONE



This graph shows the varying degrees of readiness for reading with which children come to school. The median score of one School District was 8, while another School District had a median score of 70.

Children who have the lowest scores in the Metropolitan Reading Readiness Test have not had the opportunity in their pre-school experiences to acquire some of the basic skills which prepare them for beginning reading.

Despite the fact that the median of some School Districts falls within the lowest range, a minimum of seven months growth was attained by these pupils when they were tested in April.

One School District with a very low median score of 8 in the September test, showed a 12 month growth in the April test, 5 months more than the expected normal growth.

City-wide median scores are at or above the expected score for the seven month period from September to April.

The progress made by the Boston Public Schools with children at all grade levels, regardless of their starting point can only be attributed to excellent teaching and skillful use of modern materials.

The necessity for continued progress in reading is uppermost in out plans for the future Boston will continue to search for new methods and materials to assure the maximum achievement for all pupils.

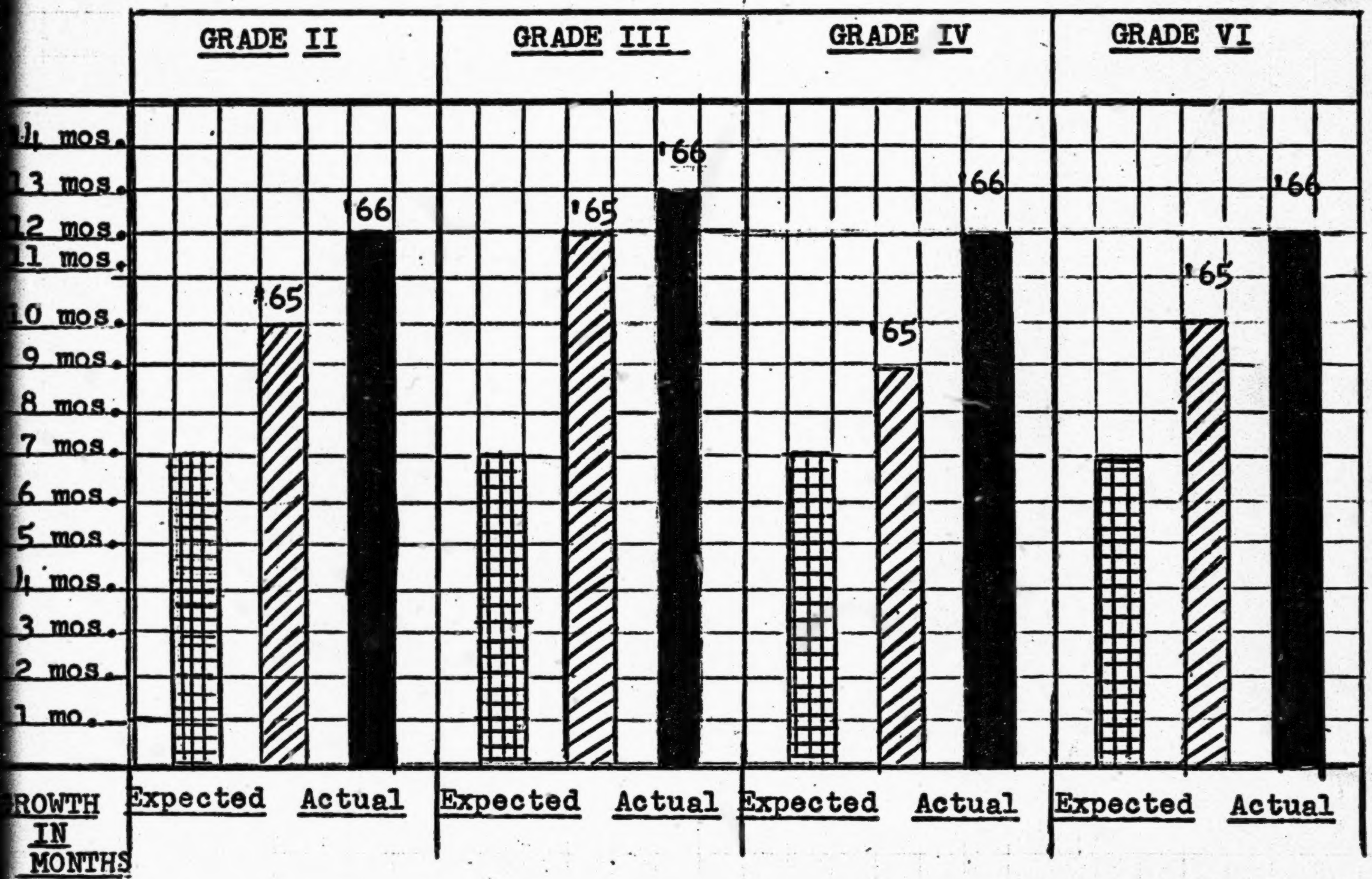
Graph #2

BOSTON PUBLIC SCHOOLS

READING GROWTH

(September 1965 - April 1966)

COMPARISON BETWEEN GROWTH IN '64-'65 and '65-'66



Grade 5 pupils are tested in Math.

Grade 1 pupils are tested in Reading Readiness skills in September. This test yields a score rather than a grade level. The two entirely different results cannot be compared.

Graph #2

A gain of seven months is the growth expected during the seven month period from September to April when the standardized tests are administered. Graph #2 shows the continuous steady gain made by each grade for the school year 1965-1966. The growth is measured by comparing the results of the September test with the results of a different form of the same test in April of the same year.

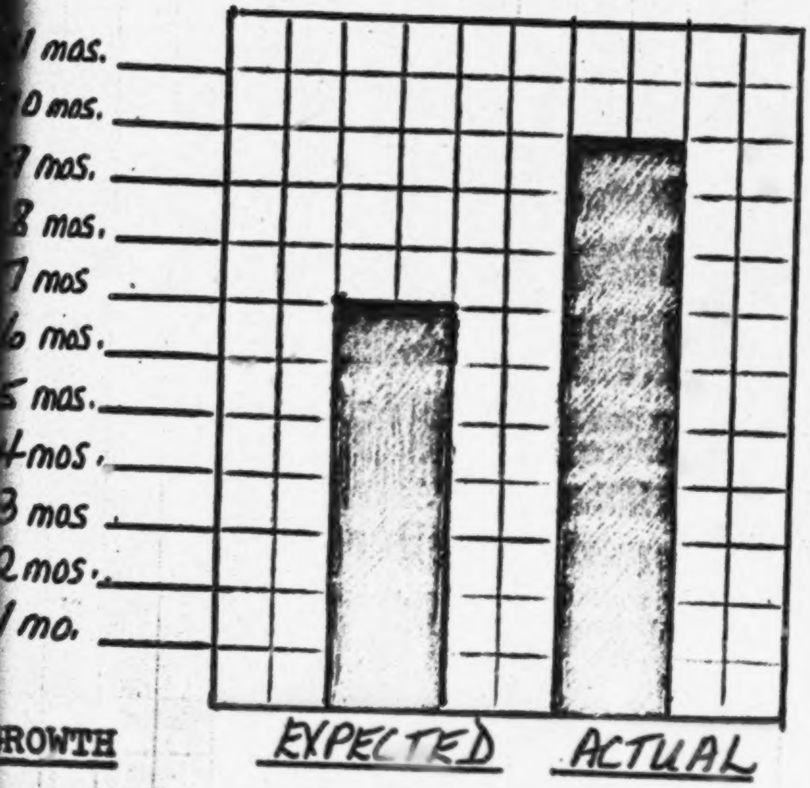
Graph #2 also shows the comparison of the gains made in 1964-1965 with the gains made in 1965-1966. The growth in the year 1965-1966 is considerably greater than the excellent growth shown in 1964-1965. The Boston Public Schools have reason to be proud of the progress of their pupil population in the field of reading.

READING GROWTH

GRADE 8

(CITY-WIDE)

1965-1966



Expected growth is the normal growth in the seven months from September to April.

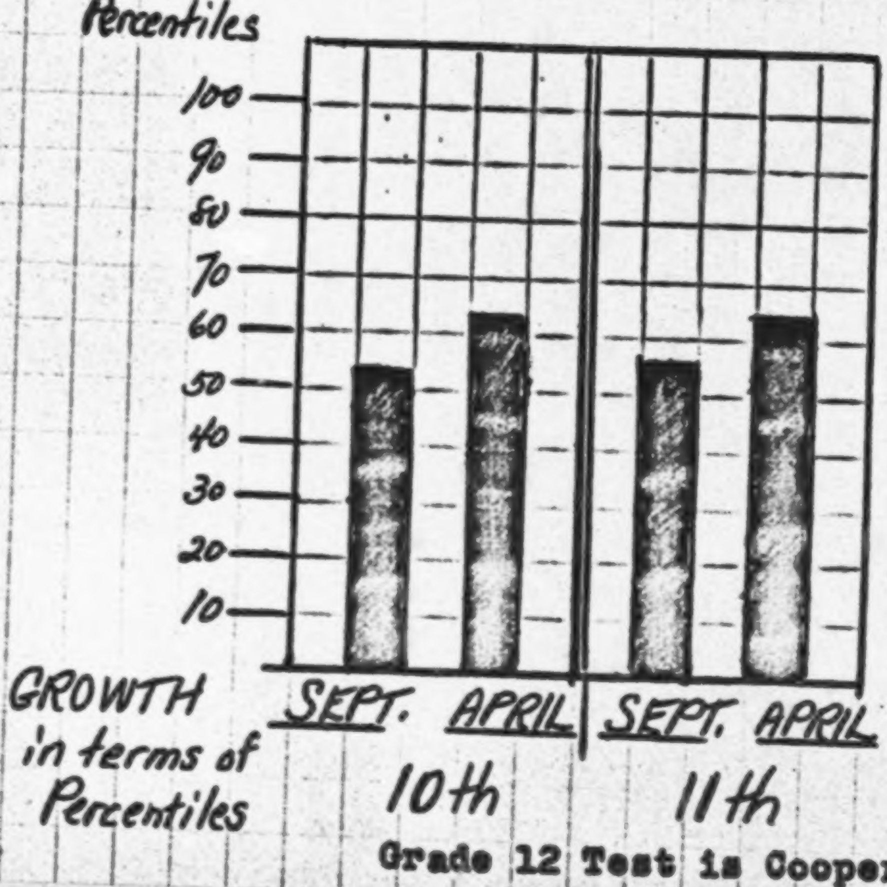
Actual growth is the gain made by the 8th grade pupils.

BOSTON
PUBLIC
SCHOOLS

READING GROWTH

GRADES 10-11

(given in percentiles)



Grade 12 Test is Cooperative Eng.

BOSTON PUBLIC SCHOOLS

CITY-WIDE READING SCORES - 1965-1966

AREA I

Districts	I			II			III			IV			VI		
	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth
A. Lincoln	35	2.3		2.5	3.7	1.2	2.8	4.2	1.4	2.9	3.8	.9	5.1	6.5	1.4
B.-Cheverus	48	2.4		2.4	3.7	1.3	2.6	4.2	1.6	3.1	4.4	1.3	4.6	6.3	1.7
Chapman	55	2.6		2.7	3.8	1.1	2.8	4.2	1.4	3.1	4.2	1.1	5.0	5.8	.8
Dearborn	43	2.2		2.3	3.5	1.2	2.7	4.0	1.3	2.7	3.8	1.1	4.1	5.5	1.4
D.McKay-S.Adams	35	2.5		2.6	3.6	1.0	2.7	4.2	1.5	3.2	4.4	1.2	4.6	5.8	1.2
Dwight	11	2.0		2.3	3.1	.8	2.2	3.6	1.4	2.8	3.2	.4	3.9	4.6	.7
Emerson	45	2.4		2.6	3.6	1.0	2.9	4.1	1.2	2.9	4.0	1.1	5.2	6.1	.9
Harvard	43	2.6		2.5	3.7	1.2	3.0	4.4	1.4	2.9	4.2	1.3	4.7	5.7	1.0
Michelangelo	43	2.4		2.8	4.6	1.8	3.0	4.1	1.1	2.7	4.0	1.3	4.3	5.0	.7
Prince	51	2.5		2.6	3.8	1.2	3.2	4.3	1.1	3.1	3.8	.7	4.9	5.6	.7
Rice-Franklin	8	1.9		2.2	3.0	.8	2.6	4.0	1.4	2.9	3.5	.6	4.2	5.1	.9
T. Lyman	53	2.5		2.5	3.6	1.1	2.9	4.5	1.6	3.0	4.0	1.0	4.7	5.6	.9
Warren	70	2.8		2.4	3.6	1.2	3.4	4.4	1.0	3.2	4.0	.8	4.7	5.8	1.1
City-Wide (Median)				2.5	3.7	1.2	3.0	4.3	1.3	3.1	4.3	1.2	4.9	6.1	1.2

BOSTON PUBLIC SCHOOLS

CITY-WIDE READING SCORES - 1965-1966

AREA II

Districts	I			II			III			IV			VI		
	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth
Bigelow	35	2.3		2.4	3.6	1.2	2.8	4.3	1.5	3.1	4.3	1.2	4.4	5.5	1.1
E. Everett	43	2.5		2.6	4.1	1.5	3.3	4.4	1.1	3.4	5.1	1.7	5.1	6.2	1.1
H. O'Brien	13	2.2		2.4	3.3	.9	2.6	4.1	1.5	2.6	3.6	1.0	4.0	4.9	.9
J. A. Andrew	43	2.4		2.6	3.8	1.2	3.1	4.3	1.2	3.1	4.1	1.0	5.2	5.9	.7
J. Winthrop	17	1.9		2.2	3.2	1.0	2.5	3.9	1.4	2.6	3.3	.7	3.9	5.0	1.1
J. W. Howe	27	2.2		2.3	3.4	1.1	2.7	4.4	1.7	2.9	3.7	.8	4.2	4.7	.5
Norcross	45	2.6		2.6	4.0	1.4	2.7	4.5	1.8						
P. A. Dever	18	2.2		2.2	2.8	.6	2.3	3.8	1.5	2.8	3.4	.6			
P. Brooks	22	2.3		2.2	3.2	1.0	2.8	4.3	1.5	2.6	3.7	1.1	4.0	4.8	.8
T. N. Hart	43	2.6		2.5	3.8	1.3	3.0	4.2	1.2	3.0	3.7	.7	4.4	5.5	1.1
W. E. Russell	48	2.7		3.0	4.3	1.3	3.5	4.6	1.1	3.5	4.7	1.2	5.4	6.3	.9
City-Wide (Median)				2.5	3.7	1.2	3.0	4.3	1.3	3.1	4.3	1.2	4.9	6.1	1.2

BOSTON PUBLIC SCHOOLS

CITY-WIDE READING SCORES - 1965-1966

AREA III

Districts	I			II			III			IV			VI		
	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth
C. Gibson	31	2.3		2.3	3.3	1.0	3.0	4.2	1.2	2.8	3.6	.8	4.3	5.3	1.0
E. Fifield	35	2.4		2.4	4.0	1.6	2.9	4.2	1.3	3.0	4.4	1.4	4.8	6.1	1.3
F.V. Thompson	51	2.5		2.8	4.2	1.4	3.3	4.4	1.1	3.4	5.1	1.7	4.7	5.6	.9
J. Marshall	51	2.6		2.9	3.8	.9	3.3	4.5	1.2	3.4	4.8	1.4	5.2	6.5	1.3
Mather	45	2.4		2.5	3.9	1.4	3.1	4.3	1.2	3.0	4.3	1.3	5.2	5.9	.7
M. Hemenway	55	2.6		2.5	3.8	1.3	3.2	4.3	1.1	3.3	4.3	1.0	5.1	6.1	1.0
Minot	48	2.4		2.5	3.8	1.3	3.1	4.4	1.3	3.1	3.8	.7	5.0	6.3	1.3
City-Wide (Median)				2.5	3.7	1.2	3.0	4.3	1.3	3.1	4.3	1.2	4.9	6.1	1.2

BOSTON PUBLIC SCHOOLS

CITY-WIDE READING SCORES - 1965-1966

AREA IV

Districts	I			II			III			IV			VI		
	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth
C. Sumner	53	2.6		2.6	4.2	1.6	3.3	4.6	1.3	3.5	5.2	1.7	5.5	7.0	1.5
E. P. Tileston	61	2.8		3.0	4.5	1.5	3.4	4.6	1.2	3.7	4.9	1.2	5.5	6.4	.9
E. Greenwood	61	2.6		2.8	4.3	1.5	3.4	4.7	1.3	3.5	5.0	1.5	5.7	6.6	.9
H. GREW	55	2.6		2.8	4.4	1.6	3.4	4.5	1.1	3.4	5.4	2.0	5.2	6.5	1.3
J. J. Chittick	66	2.7		2.9	4.1	1.2	3.5	4.6	1.1	3.7	5.2	1.5	5.4	6.6	1.2
R. T. Paine	33	2.4		2.6	3.6	1.0	3.3	4.3	1.0	3.4	4.8	1.4	4.9	6.1	1.2
R. Wolcott	48	2.6		2.7	4.3	1.6	3.5	4.5	1.0	3.4	5.1	1.7	5.8	7.4	1.6
W. E. Endicott	35	2.4		2.5	3.6	1.1	2.8	4.1	1.3	3.0	3.6	.6	4.3	5.0	.7
City-Wide (Median)				2.5	3.7	1.2	3.0	4.3	1.3	3.1	4.3	1.2	4.9	6.1	1.2

BOSTON PUBLIC SCHOOLS

CITY-WIDE READING SCORES - 1965-1966

AREA V

Districts	I			II			III			IV			VI		
	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth
Agassiz	43	2.4		2.7	4.1	1.4	3.2	4.5	1.3	3.2	4.3	1.1	5.4	6.7	1.3
Beethoven	61	2.8		2.8	4.4	1.6	3.2	4.4	1.2	3.4	4.5	1.1	5.5	7.3	1.8
F. Parkman	51	2.5		2.8	4.2	1.4	3.3	4.4	1.1	3.2	4.3	1.1	5.2	6.9	1.7
H.L. Higginson	43	2.3		2.4	3.6	1.2	2.8	4.3	1.5	3.0	4.1	1.1	4.5	5.7	1.2
J.F. Kennedy	23	2.3		2.3	3.5	1.2	2.6	4.6	2.0	2.9	3.7	.8	4.5	5.6	1.1
Longfellow	53	2.6		2.9	4.1	1.2	3.4	4.5	1.1	3.3	4.5	1.2	5.6	6.5	.9
P.F. Lyndon	70	2.9		3.1	4.6	1.5	3.3	4.8	1.5	3.9	5.4	1.5	5.8	7.3	1.5
W.L. Garrison	17	2.6		2.4	3.4	1.0	2.9	4.6	1.7	2.9	4.7	1.8	4.9	6.4	1.5
City-Wide (Median)				2.5	3.7	1.2	3.0	4.3	1.3	3.1	4.3	1.2	4.9	6.1	1.2

BOSTON PUBLIC SCHOOLS

CITY-WIDE READING SCORES - 1965-1966

AREA VI

Districts	I			II			III			IV			VI		
	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth
Bennett	68	2.7		2.7	4.0	1.3	3.5	4.5	1.0	3.8	5.1	1.3	5.7	7.0	1.3
Dillaway	25	2.4		2.4	3.6	1.2	3.0	4.2	1.2	2.8	4.9	2.1	4.4	5.0	.6
Dudley-Hyde-Everett	30	2.2		2.2	3.1	.9	2.3	3.6	1.3	2.7	3.3	.6	4.3	5.3	1.0
E. Mendell	33	2.3		2.3	3.5	1.2	2.6	4.1	1.5	3.0	3.9	.9	4.7	5.8	1.1
H. Mann	--	--		--	--	--									
Jefferson	19	2.3		2.3	3.6	1.3	2.4	3.9	1.5	3.1	3.4	.3	4.4	5.2	.8
J.A. Garfield	45	2.6		2.6	4.2	1.6	3.2	4.5	1.3	3.2	4.6	1.4	5.6	6.9	1.3
Martin	22	2.4		2.4	3.5	1.1	2.6	4.1	1.5	3.0	3.9	.9	4.4	5.2	.8
M.G. Godvin	--	--		--	--	--									
T. Gardner	53	2.8		2.8	4.1	1.3	3.4	4.8	1.4	3.0	4.6	1.6	5.1	8.9	3.8
W. Allston	51	2.5		2.6	3.6	1.0	3.3	4.4	1.1	3.2	4.4	1.2	5.1	6.2	1.1
City-Wide (Median)				2.5	3.7	1.2	3.0	4.3	1.3	3.1	4.3	1.2	4.9	6.1	1.2

BOSTON PUBLIC SCHOOLS

CITY-WIDE READING SCORES - 1965-1966

AREA I

SCHOOLS	VIII Grade			X %ile			XI %ile			XII %ile					
	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth
C. R. Edwards	6.3	6.6	.3												
J. H. Barnes	6.4	7.4	1.0												
Charlestown High School				43	47	4	44	48	4	39	45	6			
East Boston High School				34	47	13	44	46	2	45	52	7			
Girls' Trade				17	23	6	26	36	10	33	27	6			
A. Lincoln	6.3	7.0	.7												
B.-J. Cheverus	6.2	7.0	.8												
Dearborn	5.6	7.7	2.1												
D. McKay-S. Adams	5.8	6.6	.8												
Rice-Franklin	5.6	6.6	1.0												
Prince	7.2	7.8	.6												
Michelangelo		6.8													
City-Wide	6.6	7.6	1.0	52	62	10	59	61	2	59	65	6			

BOSTON PUBLIC SCHOOLS

CITY-WIDE READING SCORES - 1965-1966

AREA II

Schools	VIII Grade			X %ile			XI %ile			XII %ile		
	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth
Lewis	5.6	6.8	1.2									
P. F. Gavin	6.2	6.8	.6									
Boston Business School												
Girls' High				22	36	14	33	35	2	45	52	7
South Boston High School				46	55	9	50	50	0	45	45	0
W. E. Russell	6.4	7.2	.8									
City-Wide	6.6	7.6	1.0	52	62	10	59	61	2	59	65	6

BOSTON PUBLIC SCHOOLS

CITY-WIDE READING SCORES - 1965-1966

AREA III

Schools	VIII	Grade		X	%ile		XI	%ile		XII	%ile	
	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth
G. Cleveland	6.4	7.6	1.2									
O. W. Holmes	5.8	6.5	.7									
P. T. Campbell	5.4	5.8	.4									
W. Wilson	7.0	7.8	.8									
Boston Technical				64	75	11	68	74	6	59	71	12
Boston Technical Vocational Inst.												
Girls' Latin	10.8	11.4	.6	90	93	3	88	94	6	95	97	2
City-Wide	6.6	7.6	1.0	52	62	10	59	61	2	59	65	6

BOSTON PUBLIC SCHOOLS

CITY-WIDE READING SCORES - 1965-1966

AREA IV

Schools	(Grade) VIII			(%ile) X			(%ile) XI			(%ile) XII		
	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth
S. Lewenberg	6.6	7.8	1.2									
W. B. Rogers	7.2	7.8	.6									
Dorchester High				32	39	7	48	48	0	45	45	0
Hyde Park High				49	55	6	52	61	9	59	65	6
J. E. Burke High				45	54	9	54	63	9	65	71	6
City-Wide	6.6	7.6	1.0	52	62	10	59	61	2	59	65	6

BOSTON PUBLIC SCHOOLS

CITY-WIDE READING SCORES - 1965-1966

AREA V

Schools	(Grade) VIII			(%ile) X			(%ile) XI			(%ile) XII		
	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth
R. G. Shaw	7.2	8.2	1.0									
W. Irving	6.6	7.8	1.2									
M. E. Curley	6.2	6.8	.6									
Jamaica Plain High				37	41	4	48	46	-2	52	45	-7
Roslindale High				49	61	12	54	59	5	65	71	6
F. Parkman	6.6	8.2	1.2									
City-Wide	6.6	7.6	1.0	52	62	10	59	61	2	59	65	6

BOSTON PUBLIC SCHOOLS

CITY-WIDE READING SCORES - 1965-1966

AREA VI

Schools	(Grade) VIII			(%ile) X			(%ile) XI			(%ile) XII		
	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth	Sept.	Apr.	Growth
J. P. Timilty	5.6	6.4	.8									
T. A. Edison	6.5	7.8	1.3									
W. H. Taft	6.5	7.7	1.2									
Boston Latin	10.7	11.2	.5	90	92	2	87	91	4	95	97	2
Boston Trade				20	27	7	26	34	8	22	27	5
Boston Trade Annex				26			44			27		
Brighton High				46	54	8	52	52	0	59	65	6
English High				52	62	10	66	65	-1	59	65	6
Martin	6.2	7.2	1.0									
City-Wide	6.6	7.6	1.0	52	62	10	59	61	2	59	65	6